

XXXIX ANNUAL SYMPOSIUM

International Association for Social Work with Groups

Group Work in Challenging Times: Creative Strategies for Facing Change

2017 IASWG International Symposium

Co-sponsored by the NYU Silver School of Social Work

June 7-10, 2017, in New York City, New York, USA



NYU

SILVER SCHOOL
OF SOCIAL WORK

Wurzweiler School of Social Work Yeshiva University



**WHERE PASSION
MEETS PURPOSE**

With continued pride in our
Group Work Specialization
Wurzweiler School of Social Work, Yeshiva University
Welcomes our new Dean,

Danielle Wozniak, MSW, PhD

We Congratulate IASWG on your 39th Symposium



IASWG 2017 SYMPOSIUM SCHEDULE AT A GLANCE

WEDNESDAY, JUNE 7

9:00 pm – 7:00 pm	Registration
9:00 am – 12:00 pm	Institutes – Urania Glassman; Sam Benbow & Kyle McGee
12:00 pm – 1:00 pm	Lunch on your own
1:00 pm – 4:00 pm	Institute – Alex Gitterman
1:00 pm – 3:30 pm	Outstitute – Neighborhood Walking Tour
1:00 pm – 5:00 pm	IASWG Board Meeting
6:00 pm – 9:00 pm	Sumner Gill Memorial Plenary & Opening Reception

THURSDAY, JUNE 8

9:00 am – 5:00 pm	Registration
9:00 am – 10:00 am	Session 1 – Presentations
10:15 am – 11:15 am	Session 2 – Presentations
11:30 am- 12:30 pm	Session 3 –Presentations
12:30 pm -2:35 pm	Luncheon, Beulah G. Rothman Memorial Plenary & World Café
2:45 pm – 3:45 pm	Session 4 – Presentations
4:00 pm – 5:00 pm	Session 5 – Presentations
5:15 pm – 7:30 pm	IASWG Membership Meeting & Film Screening of Marty Birnbaum’s documentary about NYC’s Central Park

FRIDAY, JUNE 9

9:00 am – 5:00 pm	Registration
9:00 am – 10:00 am	Session 6 – Presentations
10:15 am – 11:15 am	Session 7 – Presentations
11:30 am – 12:30 pm	Session 8 – Presentations
12:30 pm – 1:30 pm	Lunch on your own
1:30 pm – 2:30 pm	Invitational Sessions
2:30 pm – 2:45 pm	Coffee Break, sponsored by Wurzweiler School of Social Work
2:45 pm – 3:45 pm	Session 9 – Presentations
4:00 pm – 5:00 pm	Session 10 – Presentations
6:00 pm – 10:00 pm	Poster Session, Joan K. Parry Memorial Plenary & Gala Dinner Reception

SATURDAY, JUNE 10

9:00 am – 1:00 pm	Registration
9:00 am – 10:00 am	Session 11 – Presentations
10:15 am – 11:15 am	Invitational Sessions
11:30 am – 12:30 pm	Session 12 – Presentations
12:30 pm – 1:00 pm	Reflection Ceremony
1:00 pm – 4:00 pm	Institute - Lawrence Shulman

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WELCOME TO NEW YORK AND THE XXXIX ANNUAL IASWG SYMPOSIUM

The members of the IASWG New York 2017 Symposium Planning Committee are pleased and excited to welcome all of you to the 39th Annual Symposium of the International Association for Social Work with Groups. We are pleased because it is always a pleasure to gather with old colleagues and friends and to meet with new ones under the banner of something we all cherish – group work – and to hear from each other formally and informally about the work we are all doing to advance the cause of our beloved method.

We are excited to host you in the heart of this incredibly vibrant, alive and exciting city of New York. No easy task in this, the real estate capital of the world! We are so fortunate to have secured this not only prime but affordable venue at NYU. This year we have chosen the theme: "Group Work in Challenging Times: Creative Strategies for Facing Change".

We want to express our great appreciation to Interim Dean James Jaccard and the faculty and staff in the NYU Silver School of Social Work (SSSW) for welcoming us this year to NYU, with special thanks to Ben Sher and Jenna Adolph of the SSSW Office of Global and Lifelong Learning for their collegial assistance with our event. Additional thanks to Kathryn Leslie of the Residential Life & Housing Services.

We hope you will agree that this is an exciting and vibrant program we have put together for you, and that you will enjoy your time in this exciting and vibrant city making connections with each other, with the profession, with the world, and finally with yourselves.

John Genke, Alexis Howard, Sari Skolnik, Emily Wilk, and Christine Wilkins
2017 IASWG NYC Symposium Planning Committee

Dana Grossman Leeman
Symposium Committee Chair

THE TIME FOR GROUP WORK

The climate is changing. In many parts of the world, respect for people who are different from ourselves has diminished and communities feel fractured. Dialogue is too often replaced by bombings and vitriol; hate-filled populism blasts reasoned, respectful understanding. It is not difficult to see why many people feel alienated; they themselves are disrespected and disempowered by increasing inequality, job insecurity and a sense that the important decisions are no longer within their influence.

We need to find ways to become inclusive, to celebrate our differences and to generate a powerful sense of togetherness. There has never been a more urgent time to bring communities together towards a mutual understanding and a respect, not just for humanity, but for the planet as a whole.

Social group work can create security where there is uncertainty, a feeling of belonging where there is alienation, and a vehicle for positive communal action where there is a sense of helplessness. It has been used to unite and give voice to people in the aftermath of conditions that seemed beyond repair. Through social group work, nations, communities and individuals can repair. This is the hopeful message that IASWG and its members offer to the world, throughout this week's symposium and beyond.

IASWG stands against oppression and disenfranchisement. As social group workers, we stand for and advocate for creating spaces for respectful dialogue to expand our worldviews and perspectives in community with each other. Contact us. Let us know how you are using group work to repair the world. Ask us how we can help you in this process. It's time for group work.

-The IASWG Board of Directors

GREETINGS FROM THE IASWG PRESIDENT



On behalf of the Board of the International Association for Social Work with Groups (IASWG), I warmly welcome you to our 39th annual symposium in New York, USA. Once again, we join with one another to celebrate group work through the mutual sharing of our group work knowledge. We have traveled from many regions of the world to connect in New York. As group workers, each of us globally impacts others by creating and working with groups in various organizations, communities, and societies across the world.

Much appreciation this year to all the faculty and staff of New York University (especially Ben Sher and Jenna Adolph) for opening wide the doors of New York University with their incredibly collegial welcome to our group work event. Congratulations and thanks to both our 2017 IASWG New York Symposium Planning Committee (Christine Wilkins, Sari Skolnick, John Genke, and Alexis Howard), and our dedicated and competent 2017 IASWG Conference Planner (Emily Wilk), for organizing an event that includes our regular annual symposium activities as well as some special offerings unique to this event in New York; they have dedicated countless hours of their time to provide a successful symposium experience for all of us. Additional appreciation to the IASWG Symposium Planning Committee Chair, Dana Grossman Leeman, for her commitment to the work of this symposium and throughout the year overseeing all IASWG symposia matters.

Each year it seems our IASWG group experiences the loss of one or more beloved members. Each of these cherished IASWG members leaves a wonderful legacy of dedication to the power of group work, and an enduring challenge to all of us to continue the IASWG mission of ensuring that group work survives and thrives in the global environment.

The schedule of presentations provides a wonderful example of the group work scholarship and creativity of our IASWG members and others devoted to group work. I hope you enjoy all of the formal offerings at this symposium. In addition, I hope you find time for informal opportunities to solidify existing group work relationships and forge new ones. Enjoy your time this year at our 2017 IASWG Symposium in New York!

Greg Tully
President, IASWG

GREETINGS FROM THE NYU SILVER SCHOOL OF SOCIAL WORK



Welcome to the campus of New York University, home of the Silver School of Social Work. Our Silver School of Social Work faculty, staff, and students are excited to co-sponsor the 39th annual symposium of the International Association for Social Work with Groups. We are very happy you are here with us! Group work is a vitally important practice method, and the IASWG plays an important role in the practice, education, research, and training of social group workers. It is fortunate for our social work profession that IASWG creates symposia to provide the opportunity for group work academics, practitioners, and students to share their knowledge and skills with one another. Working with groups is an integral aspect of social work studies, and our school considers it an essential practice method for our BSW and MSW students. New York City is a vibrant international city, and we hope you find it to be the perfect location for your IASWG 2017 symposium theme of "Group Work in Challenging Times: Creative Strategies for Facing Change".

Dr. James Jaccard
Interim Dean, NYU Silver School of Social Work

ABOUT THE IASWG



Founded in 1979, the International Association for Social Work with Groups (IASWG) is the premier international association for social workers and allied helping professionals engaged in group work. The purpose of this non-profit, member-driven organization is to promote excellence in group work practice, education, field instruction, research, and publication. The goals of this association are realized through a program of action and advocacy at both the local and international levels.

The activities of the association include: annual symposia; local conferences and workshops; publications; and collaborative efforts with key social work associations and institutions. Salient achievements include the development of Standards for Social Work Practice with Groups, and the annual publication of selected symposium proceedings. Commissioned projects include: the Strengthening Group Work Education Publication Series, in collaboration with the Council on Social Work Education, and the Encyclopedia of Social Work with Groups.

IASWG members are individuals from many countries, and our name reflects our international composition and mission. Opportunities exist for global members to network, collaborate, and share their interests and expertise. This informal network of collaboration is an invaluable resource to the group work community. Ongoing efforts are continuously made to foster excellence in group work education and practice globally, and both local chapter events and annual symposia are characterized by warmth, inclusion, and scholarship.

Please join us in our commitment to group work by becoming an IASWG member today! Visit www.iaswg.org to learn more about IASWG.

IASWG Member Countries:

Australia	England	Lithuania	Scotland
Bahamas	Finland	Malaysia	South Africa
Barbados	France	Namibia	Spain
Belarus	Germany	Netherlands	Trinidad/Tobago
Belgium	India	New Zealand	United Kingdom
Canada	Ireland	Norway	USA
China	Israel	Pakistan	Virgin Islands
Croatia	Japan	Singapore	

2017 IASWG New York Symposium Attendee Countries:

Australia	Germany	Namibia	Ukraine
Canada	India	Netherlands	USA
China	Ireland	South Africa	
England	Lithuania	Spain	

IASWG BOARD OF DIRECTORS

Sam Benbow.....	<i>Chapter Representative, Pennsylvania</i>
Ann Bergart.....	<i>Chapter Representative, Illinois</i>
Ginette Berteau.....	<i>Chapter Representative, Francophone</i>
Martin Birnbaum.....	<i>Life Member</i>
Martin Camire.....	<i>Member-at-Large, until 2017</i>
Reshawna Chapple.....	<i>Member-at-large, until 2019</i>
Carol Cohen.....	<i>Co-Chair, Commission on Group Work in Social Work Education Committee</i>
Mark Doel.....	<i>Vice President; Chair, Ad-hoc Committee on Global Issues</i>
Kris Drumm.....	<i>Chapter Representative, Florida</i>
Jennie Fleming.....	<i>Co-Editor, Groupwork</i>
Maria Gandarilla.....	<i>Member-at-large, until 2017</i>
Charles Garvin.....	<i>Life Member; Co-Chair, Practice Committee</i>
John Genke.....	<i>Chapter Representative, NYC Red Apple</i>
Sera Godfrey Grantz.....	<i>Chapter Representative, Massachusetts</i>
Dana Grossman Leeman.....	<i>Chair, Symposium Planning Committee</i>
Alexis Howard.....	<i>Member-at-large, until 2019</i>
Rhonda Hudson.....	<i>Chapter Representative, Tennessee</i>
Mei Kameda	<i>Chapter Representative, Southern California</i>
Amirthini Keefe.....	<i>Chapter Representative, Minnesota</i>
Brian Kelly.....	<i>Chair, Marketing Committee</i>
Werner Lieblang.....	<i>Chapter Representative, European</i>
Mark Macgowan.....	<i>Co-Chair, Commission on Group Work in Social Work Education Committee</i>
Andrew Malekoff.....	<i>Editor, Social Work with Groups</i>
Kyle McGee.....	<i>Chair, Nominations and Election Committee</i>
Olga Molina.....	<i>Chapter Representative, Central Florida</i>
Dominique Moyse Steinberg.....	<i>Treasurer</i>
Hilde Mueller.....	<i>Chapter Representative, Germany</i>
Barbara Muskat.....	<i>Co-Chair, Practice Committee</i>
Anna Nosko.....	<i>Chapter Representative, Toronto</i>
Meghan O'Donnell.....	<i>Co-Chair, Membership Committee; Member-at-Large, until 2018</i>
William Pelech.....	<i>Member-at-large, until 2019</i>
Reineth Prinsloo.....	<i>Chapter Representative, South Africa</i>
Daniela Riccelli.....	<i>Member-at-Large, until 2017</i>
Mamadou Seck.....	<i>Chapter Representative, NE Ohio</i>
Tanja Schmitz-Remberg.....	<i>Chair, Chapter Development Committee</i>
Sari Skolnik.....	<i>Chapter Representative, Long Island, New York</i>
Zaneta Smith.....	<i>Member-at-Large, until 2018</i>
Jay Sweifach.....	<i>Member-at-Large, until 2018</i>
Christine Theuma Wilkins.....	<i>Local Symposium Planning Committee Representative</i>
Greg Tully.....	<i>President</i>
Jorūnė Vyšniauskytė-Rimkienė.....	<i>Chapter Representative, Lithuania</i>
Michael Wagner.....	<i>Historical Secretary</i>
Roberta Wallace.....	<i>Chapter Representative, North Carolina</i>
Joyce Webster.....	<i>Secretary</i>

IASWG ORGANIZATIONAL MEMBERS

These organizations support the mission of IASWG as Organizational Members. We thank them for their support. For information on supporting IASWG as an Organizational Member, please visit our website.

ADELPHI UNIVERSITY

www.socialwork.adelphi.edu

BARRY UNIVERSITY

www.barry.edu/social-work

BOSTON UNIVERSITY

www.bu.edu/ssw

FAMILY ASSOCIATION FOR MENTAL HEALTH EVERYWHERE (FAME)

www.fameforfamilies.com

FLORIDA INTERNATIONAL UNIVERSITY, PHD PROGRAM IN SOCIAL WORK

www.phdsocialwelfare.fiu.edu

LONG ISLAND UNIVERSITY – POST

www.liu.edu/cwpost/socialwork

LOYOLA UNIVERSITY CHICAGO

www.luc.edu/socialwork

MOLLOY COLLEGE

www.molloy.edu/academics

MONMOUTH UNIVERSITY

www.monmouth.edu

NORTH CAROLINA STATE UNIVERSITY

www.socialwork.chass.ncsu.edu

NEW YORK UNIVERSITY

www.socialwork.nyu.edu

UNION UNIVERSITY

www.uu.edu/academics/coehs/social-work

UNIVERSITY OF CALGARY

www.fsw.ucalgary.ca

UNIVERSITY OF CENTRAL FLORIDA

www.cohpa.ucf.edu/socialwork

UNIVERSITY OF CONNECTICUT

www.ssw.uconn.edu

UNIVERSITY OF DENVER

www.du.edu/socialwork

UNIVERSITY OF SOUTHERN CALIFORNIA

www.ssw.unc.edu

WURZWEILER SCHOOL OF SOCIAL WORK, YESHIVA UNIVERSITY

www.yu.edu/wurzweiler

SYMPOSIUM SUPPORT

The International Association for Social Work with Groups is most appreciative for the funding of the following annual symposium activities:

Plenaries

The Sumner Gill Memorial Lecture, made possible by the generosity of Jeanne Gill, long-term member of the Association in honor of her late husband, Sumner. This annual plenary was inaugurated in 1997 at the XIX Annual Symposium in Quebec City, Canada. Jeanne Gill was a very active member of the Southern California chapter of the Association.

The Beulah H. Rothman Plenary Session, made possible by a generous gift from the Southern Florida chapter of the Association. This annual plenary was inaugurated in 1998 at the XX Annual Symposium in Miami, Florida. Dr. Rothman was a founding member of the Association and long-time co-editor of *Social Work with Groups*.

The Joan K. Parry Memorial Plenary, made possible by a generous bequest by the Estate of Joan K. Parry. Joan Parry was a long-term member of the Association and in a leadership role of the Southern California Chapter for many years. This annual plenary was inaugurated in 2008 at the XXX Annual Symposium in Köln, Germany.

Invitational Sessions

The *Roselle Kurland Memorial Lecture*, made possible by a gift from the Roselle Kurland Lecture Series, initiated at the Hunter College SSW by Dr. Kurland's family, friends, and colleagues in honor of her years of teaching and leadership at that institution. This annual invitational session was inaugurated in 2011 at the XXXIII Annual Symposium in Long Beach, California, and focuses on content of special interest to students and new practitioners. Dr. Kurland was a founding member of the Association and long-time editor of *Social Work with Groups*.

The USC Invitational Presentation, made possible by a generous gift by the University of Southern California SSW, Los Angeles, California. This annual session was inaugurated in 2011 at the XXXIII Annual Symposium in Long Beach, California, and focuses particularly on the use of group work in administrative settings.

The Robert Salmon Invitational Presentation, made possible by the generous contributions from family, friends, and colleagues. This annual session was inaugurated in 2012 at the XXXIV Annual Symposium in Garden City, New York, and focuses on content related to the advancement of organizational leadership. Dr. Salmon acted as treasurer of the Association for nearly 20 years.

The Catherine T. Papell Invitational Presentation, made possible by the generous contributions of friends and colleagues. This annual session was inaugurated in 2012 at the XXXIV Annual Symposium in Garden City, New York, and focuses on group work and diversity, especially as it relates to culture and religion. Dr. Papell was a founding member of the Association and long-time co-editor of *Social Work with Groups*.

The Charles Garvin Invitational Presentation, made possible by the generosity of friends and colleagues. This annual session was inaugurated in 2016 at the XXXVIII Annual Symposium in New York City, New York, and focuses on the advancement of research related to social work with groups. Dr. Garvin served as the Association's first president and was long-time editor of *Small Group Research*.

SYMPOSIUM SUPPORT (continued)

Symposium Tracks

The *Research Track*, made possible by a generous gift from Dominique Moyses Steinberg, long-term member of the Association, in memory of her late husband, Irwin H. Steinberg. This symposium track was inaugurated in 2015 at the XXXVII Annual Symposium in Chapel Hill, North Carolina. It encompasses and recognizes all Symposium activities that address social group work research (plenaries, invitational sessions, papers, workshops, and posters). All activities that fall into this track are so noted in the program.

The *Mutual Aid Track*, made possible by the generosity of IASWG members interested in addressing and promoting mutual aid in practice. This symposium track was inaugurated in 2016 at the XXXVIII Annual Symposium in New York City, New York. It encompasses and recognizes all Symposium activities that promote the understanding and promotion of mutual aid in practice (plenaries, invitational sessions, papers, workshops, and posters). All activities that fall into this track are so noted in the program.

The *Group Work Training Track*, made possible by a generous gift from the family of Anne Kopp Hyman, long-term member of the Association. This symposium track was inaugurated in 2016 at the XXXVIII Annual Symposium in New York City, New York. It encompasses and recognizes all Symposium activities that focus on training of social group workers (plenaries, invitational sessions, papers, workshops, and posters). All activities that fall into this track are so noted in the program.

COMMUNICATION GUIDELINES FOR PRESENTERS

IASWG is proud to be a multinational, multicultural organization. The annual IASWG symposium is primarily conducted in English, but we ask presenters to be aware that many participants are using English as a second language. It is especially important to ensure that presentations are accessible to everyone. Our general communication principle is one of *inclusivity* – to make sure that presentations speak to everyone and can be heard by everyone. Therefore, we ask you to please adhere to the following Communication Guidelines:

- Be aware that attendees who do not speak your language may be in attendance at your presentation (and, possibly, people with hearing problems).
- At the beginning of your presentation, invite a quick overview of your audience – in particular, their international background and first languages.
- Introduce your country and your city or region (perhaps show these on a map with pictures). Be aware that some people in your audience might never have heard of your location.
- Speak loudly, clearly and ask if everybody is able to follow the content. Make breaks for peer-to-peer translation and mutual aid in your group.
- If you use acronyms or specific terms, please explain them and spell them out. It is likely that many people in your audience will be unfamiliar with acronyms and terms that you might take for granted.
- Be aware that even academic degrees are described differently in different countries. Please explain and give context.

CONTINUING EDUCATION

Please review the requirements for continuing education in your local area. Social workers should contact their regulatory board to determine course approval for continuing education credits.

For social workers in New York and New Jersey, only specific sessions are eligible for Continuing Education. Sessions that are eligible for Continuing Education Credits in New York and New Jersey are noted on the handout insert with (CE SESSION) after the title.

Continuing Education will be provided by NYU Silver School of Social Work. To obtain Continuing Education Contact Hours through the School of Social Work:

- If you haven't already done so, create a username & password at the NYU Silver CE Online Portal: <https://sswforms.es.its.nyu.edu/>
- If you already have a user account, but forgot your password, you can reset your password here: <https://sswforms.es.its.nyu.edu/lostpassword/>
- Log on to the "Continuing Education Online Portal for the NYU Silver School of Social Work" page, click on "All Events & Programs" tab
- Scroll down & select the conference under "Conferences and Events" tab
- Select "2017 IASWG NYC Symposium"
- Click "Register"
- Fill in the billing information, click register, and pay the \$15.00 CE registration fee
- After the conference, you will receive an email with a link to complete the post-event evaluation
- Once completed, within 3-5 business days from taking the evaluation, log back on to NYU Silver CE Online Portal to download your CE certificate of completion
- To download your certificate, log on to NYU Silver CE Online Portal and click on "Your Registrations" tab at the top of the page
- Next to the name of the conference, you will see "download certificate" in red. (Your certificate will always be available here to print or download as needed)
- For Questions: Call us at 212-998- 5973 or email us at silver.continuingeducation@nyu.edu
- Recommended Browsers: Our system works best with Google Chrome or Mozilla Firefox

New York University Silver School of Social Work is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers {#SW-0012}.

This organization (NYU Silver School of Social Work, 1415) is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB) www.aswb.org through the Approved Continuing Education (ACE) program. NYU Silver School of Social Work maintains responsibility for the program. ASWB Approval Period: 11/11/16 - 11/11/19. Social workers should contact their regulatory board to determine course approval for continuing education credits.

Social Workers participating in this course are eligible to receive up to 26 continuing education clock hours based on the number of sessions attended and documented during the symposium (*with 12 educational sessions, 3 plenaries, 2 invitationals, and 4 institute offerings*).

IN MEMORIAM

Paul Ephross



Long-time IASWG member, Paul H. Ephross, PhD, of Rockville, Maryland, died on January, 12, 2017.

Born in Boston in 1935, Paul received his PhD from the University of Chicago School of Social Service Administration in 1969, and his MSW from the School of Social Work at Boston University in 1957. He received his BA from Harvard College in 1955. In the 1950's, while studying at Boston University, he was one of only 12 students who studied community organization. Dr. Ephross was in the first class of doctoral social work students at the University of Chicago's School of Social Administration.

Dr. Ephross was one of the early members of IASWG. He was Secretary of the association. He attended many IASWG symposia. In 2008, at the Symposium in Cologne, Germany, IASWG proudly recognized Dr. Ephross as an IASWG International Honoree for his pioneering dedication to the field of group work.

Paul Ephross dedicated his 40-year career to championing group work. Social group work was always at the forefront for him as he influenced more than two generations of social work students and practitioners. He wrote seven major textbooks, including: *Group Work with Populations at Risk* (with Greif); and *Groups that Work: Structure and Process* (with Vassil). His writings addressed subjects such as group work, populations at risk, and ethnicity and social work practice.

After beginning his teaching career as an adjunct at Loyola University School of Social Work, Paul served as a faculty member of the University of Maryland School of Social Work from 1974 until his retirement (with Professor Emeritus status) in 2008. Dr. Ephross taught courses on group work, social change, ethnicity, and human behavior and the social environment; he retired with Emeritus Professor status. He directed doctoral program students at the University of Maryland, served as Chair of the Community Planning concentration from 1974-76, as well as Chair of the Social Strategy concentration from 1972-76.

His community activities encompassed membership on and advising of: the Governor's Commission on the Sexual Exploitation of Patients by Health Professionals in 1998; the Board of Directors of Jewish College Services in Baltimore from 1994-96; the Board of Directors at Adat Shalom Reconstructionist Congregation in Rockville, Maryland from 1994-96; the Planning Committee of the National Institute Against Prejudice and Violence in Baltimore from 1991-92; and the Executive Committee membership of the Baltimore Black-Jewish Forum from 1986-96.

He conducted trainings and was a consultant to numerous religious organizations including the B'nai B'rith International and Associated Catholic Charities of Baltimore. He also provided training at: the International Association of Psychosocial Rehabilitation Services of Alexandria, Virginia; the Alzheimer's and Related Diseases Association of Baltimore; the Multiple Sclerosis Society of Baltimore; and the Department of Psychiatry, University of Maryland School of Medicine.

Dr. Ephross was honored as Alumnus of the Year from the School of Social Work at Boston University in 1984. He was listed in the 2001 edition of *Who's Who* in the United States.

IASWG HONOREE

Each year IASWG Board members honor an individual or individuals whom over their lifetime have made substantial contributions to the organization. This year the International Board is pleased to honor Dr. Ginette Berteau as one of our 2017 IASWG Honorees.

Ginette Berteau



Ginette Berteau began her professional education in social work when she received her BSW in 1980 and her MSW in 1987, both from Université Laval. She completed her PhD in 2003 at Université de Montréal, with a focus on group work. A social work practitioner from 1974 to 1987, Ginette then served at UQAM-Montreal in continuing education from 1987 to 1999. Ginette has been a professor at the School of Social Work of the Université du Québec à Montréal since 1999. In addition, since 2012, Ginette has served as Director of the School of Social Work of the Université du Québec à Montréal.

Ginette has always been a passionate believer in social group work and social group work education. That passion has led her to teach and supervise many social group work students, conduct research in the field of social group work, and to publish many articles and books on the subject, both in English and in French. A sampling of her books and publications include: *La Pratique de l'Intervention de Groupe: Perceptions, Stratégies et Enjeux*; *Integration of the learning process and the group development process in group supervision*; and *Groups that Work: Structure and Process*.

Ginette is a co-founder of the community of practitioners for social workers in Montreal, and in 2016 Ginette was instrumental in the formation of the Francophone Chapter of IASWG. The chapter serves French speaking members of IASWG, and at present the chapter has more than 40 official members, most of them from the Quebec area but some from other countries across the globe.

Ginette is always present at IASWG events, large and small. IASWG colleagues cherish her commitment, professionalism, warmth, charm, and energetic approach to everything she does. She has presented for many years at IASWG Symposia. In 2010, Ginette co-chaired the IASWG Montreal, Quebec Symposium. Organized with the help of many IASWG members from Montreal, the 2010 Symposium celebrated the theme of “Strengthening Social Solidarity Through Group Work: Research and Creative Practice”, and successfully celebrated the important mission of social group work. Ginette, along with Valerie Roy, co-edited the proceedings from the 2010 Montreal Symposium.

It is fortunate for us that one focus of Ginette’s professional work has been IASWG. She has been an IASWG Board member for the past several years, serving in the role of Chapter Representative for the IASWG Francophone Chapter. This July, 2017, Ginette will create and develop an IASWG Group Work Camp in Quebec. The Camp will include creative presentations and activities that will celebrate an experiential approach to social group work.

For her tremendous contributions to social group work, and to the mission of our organization, the International Board of IASWG is extremely proud to name Dr. Ginette Berteau a 2017 IASWG Honoree.

Pour son immense contribution au travail social de groupe ainsi qu'à la mission de notre organisation, le conseil d'administration de l'IASWG est extrêmement fier de d'honorer Dr. Ginette Berteau.

IASWG HONOREE

Each year IASWG Board members honor an individual or individuals whom over their lifetime have made substantial contributions to the organization. This year the International Board is pleased to honor Shirley Simon as one of our 2017 IASWG Honorees.

Shirley R. Simon



Shirley R. Simon, ACSW, LCSW, has been a social work educator for more than forty years. She received her B.A. from the University of Michigan in 1971 and her M.S.W. from the University of Illinois-Champaign/Urbana in 1973. She is currently Associate Professor at Loyola University Chicago School of Social Work, where she has been on the faculty since 1991. Shirley teaches in both the B.S.W. and M.S.W. programs, and chairs the Group Work Sequence. Prior to joining Loyola in 1991, she served as director of the undergraduate social work program at the former Mundelein College.

Shirley is a humble, behind-the-scenes type of person, who has contributed to group work in numerous and impressive ways. Her considerable contributions to group work scholarship and research include: dozens of publications on contemporary challenges in group work education and practice; the current state of group work education in accredited MSW programs (following up on Birnbaum and Auerbach's seminal 1994 study); connecting students and professional associations (specifically IASWG); and online and hybrid-online courses in group work education. She co-edited the *Proceedings* of the 2009 Symposium and currently serves as the book review editor for North America for the international journal, *Groupwork*. In addition, Shirley has nurtured and supported a cadre of long-term adjunct group work faculty at Loyola, leading them to become a vibrant mutual aid system during an era when adjunct faculty tend to be left to their own devices in many schools.

An outstanding group work teacher and mentor, Shirley has been presenting at IASWG symposia since 1994, and has brought more than one hundred and seventy-five students and alumni to IASWG symposia since 2005, many of whom have presented posters and papers which have later been published. In addition, several of our newest and most valued leaders on the international level of IASWG have come from the ranks of her students. Expanding her impact in yet a new direction, Shirley has inspired six of her full-time faculty colleagues to present at this year's symposium. All in all, the number of people she brings with her to symposium constitute a significant group of our attendees and provide an influx of new energy and commitment to the organization.

Shirley has contributed to keeping the Illinois Chapter of IASWG thriving: finding ways to bring Loyola students to chapter meetings; hosting a yearly celebration for students and alumni who have presented at symposia; and organizing the chapter's annual Symposium Showcase, which serves to highlight the work of local group work students and practitioners. As a member of the Illinois Chapter, Shirley was an integral member of the planning committee for the 2009 IASWG Symposium in Chicago. In addition, at Group Work Camp in Wisconsin, she often presents a workshop which teaches students and professionals how to submit an abstract for a paper or poster at a conference; as a result, many camp attendees have been empowered to submit to be presenters at our symposia.

Shirley Simon richly deserves our recognition for her diverse and tireless dedication to social work with groups and to IASWG. Despite her diminutive size, she is a true dynamo! For her tremendous contributions to social group work, and to the mission of our organization, the International Board of IASWG is extremely proud to name Shirley Simon a 2017 IASWG Honoree.

NEW YORK CITY SYMPOSIUM PLANNING COMMITTEE HONOREES

The New York City Symposium Planning Committee Honorees are chosen by the local symposium planning group members to honor those individuals or organizations, either from their own region or elsewhere, whom they believe deserve to be honored for their contributions to group work and/or IASWG.

Jennifer Clements



Jennifer Clements, Ph.D., LCSW, is Professor of Social Work and BSW Field Director at Shippensburg University of Pennsylvania, where she has been on the faculty since 2005. A passionate group worker, Jen has worked in child welfare practice for more than 15 years, where she has facilitated numerous mutual aid groups with children through older adults on topics such as anger management, grief and loss, parenting and dealing with trauma. She has published several articles and books related to group work. A strong advocate for the creative arts, Jen has incorporated art, poetry, and theater into her practice. In 2013 and 2014, she spent her sabbatical working with teachers in Rwanda using creative arts in groups. Jen is a former member of the Executive Committee of IASWG, having served as Vice-President, and is currently co-chair of the U.S. based bi-annual Group Work Camp in Wisconsin.

Stephanie Stolzenbach



Stephanie Stolzenbach, LMSW, is the Director of Clinical Services for P2L: Pathways to Leadership, a non-profit organization that provides school-based mental health services. Stephanie is a passionate social work practitioner who has spent her career focused on providing and supervising direct mental health services to children, adolescents, and families in a variety of settings, including: family legal aid services, adolescent residential settings, psychiatric hospital settings, public schools, and more. Stephanie currently supervises all school-based mental health services, manages the social work staff, and oversees the social work intern program at P2L: Pathways to Leadership. Stephanie also provides direct clinical supervision to MSW candidates from Columbia University, New York University, Stony Brook University, Adelphi University, Fordham University, Hunter College, and Yeshiva University. Other responsibilities include facilitating professional development workshops to staff within New York City's Department of Education on topics such as vicarious traumatization, grief and loss, depression, anxiety, and trauma.

Jorune Vyšniauskytė-Rimkienė



Jorune Vyšniauskytė-Rimkienė, Ph.D., is the Vice Dean and Academic Coordinator for the Faculty of Social Sciences at Vytautas Magnus University in Kaunas, Lithuania. Jorune's professional interests include social work education, social skills training and technology research, and social work with groups and families. Jorune is an IASWG Board member and Chapter Representative for the IASWG Lithuania Chapter, a chapter she helped to create in 2012. In October 2015, she hosted a chapter event in Lithuania for group work faculty and practitioners from several countries. Described as the first-ever European Group Work Camp, the event included workshops and activities addressing experiential group work and brought together group workers from across Europe.

NEW YORK CITY SYMPOSIUM PLANNING COMMITTEE HONOREES

Rainbow Heights Club



Rainbow Heights Club, located in Brooklyn, New York, is a socialization and advocacy club for people who are lesbian, gay, bisexual, and transgender and are living with serious mental illness. Using the principles and techniques of social group work, agency practitioners aim to help members break out of isolation to better connect with others in order to face down the stigmas of

homophobia/biphobia/transphobia and ableism against people living with mental illness. Together, members begin to take their next steps on the road to emotional recovery and mental wellness. Rainbow Heights Club utilizes group work through organizing as groups and bringing group work values to life.

Turning Point for Women and Families



Turning Point for Women and Families is a New York area community based non-profit organization addressing the needs of Muslim women and families affected by domestic violence through crisis intervention, individual and group counseling, advocacy, outreach, education, and training. Responding to the wide gap between needs and services available to the Muslim community, Turning Point offers culturally competent services, especially in the area of domestic violence. In a safe and nurturing environment, Turning Point helps women empower themselves and transform their lives as well as those of their families. In partnership with public, private, and religious institutions, Turning Point also mentors a new generation of social workers to address the unique needs of the Muslim community.

SPECIAL THANKS

IASWG would like to recognize Alexis Howard, Sari Skolnick, and Ronnie Glassman for providing significant fundraising and participant recruitment support to the 2017 symposium. The support that Alexis, Sari, and Ronnie have provided through their various efforts has made an important contribution to our symposium and to our organization.

SYMPOSIUM STUDENT VOLUNTEERS

The 2017 IASWG Symposium Planning Committee thanks our student volunteers for their time, enthusiasm, and creativity. Volunteer contributions are valued and vital for the coming together of the 39th Annual Symposium.

Kali Arial	Rafaelina Hidalgo	Dana Mariani	Yesenia Roman
Shannon Badgett	Derek Howard	Rebecca Martinez	Katherine Siegel
Omani Chan	Mei Kameda	Benjamin Marton	Colleen Steppa
Jasmin Nalim Choi	Julie Key	Megan Monahan	Natalie Stevens
Alexia Colburn	Jacob Klein	Roderick Morris	Brooke Sweet
Jordyn Cram	Olga Konyakova	Laura Nessler	Evol Thelwell
Jake Dann-Soury	Bonnie Krasuski	Siobhan O'Donoghue	Derek Tyus
Shauntay Evans	Emily Krueger	Katelyn Ouimet	Rasa Vejelyte
David Floyd	Sunil Kumar	Elena Pensa	Christina Williams
Nadia Galpern	Abbi MacFarlane	Emma Quimby	Cloyd Wills
Becky Halmo	Katie Mackle	Dario Roldan	

SYMPOSIUM PROGRAM

Wednesday June 7, 2017

9:00am – 7:00pm Registration - Kimmel Center 1st Floor Lobby

9:00am – 12:00pm Institutes

Field Instructors' Workshop

Global Center 369

Challenges in Student Supervision

Presenter: Dr. Urania (Ronnie) Glassman

The interaction between supervisor and supervisee can generate challenges. Good communication and relational processes are vital for a successful supervisory relationship, and when they are ignored or not addressed skillfully, the learning process can go astray. The facilitator of this session will focus on the opportunities and challenges that arise during supervision, including the supervision of group work. The methods and skills required to achieve effective supervision will be addressed. The seminar format will include presentation, discussion, and role-play. Practice examples will be drawn from the participants' supervisory practice. *The Institute offers 3 hours of continuing education, and has no additional registration fee.*



Urania (Ronnie) Glassman, PhD, has over 35 years of experience in clinical practice, teaching, academic and field administration, scholarly writing and research. She Co-founded and Co-chaired both the CSWE annual Field Education Track and the North American Network of Field Educators and Directors (NANFED) since 1987. Since 1993, Dr. Glassman has been Director of Field Instruction at the Wurzweiler School of Social Work, Yeshiva University.

Diversity Institute

Global Center 379

Common Ground: Acknowledging our Global Voices

Presenters: Dr. Samuel R. Benbow & Kyle M. McGee

Participants will explore ways to find common ground amongst diverse global perspectives, experiences, and beliefs where all voices can be heard and respected. Through discussion and experiential activities, attendees will learn ways to ensure their group work efforts are multi-culturally sensitive, and intentional towards creating a safe space for constructive dialogue and community building. A perspective of diversity that examines the idea of global voice and empowerment from local, regional and global levels will be integrated and developed. *The Institute offers 3 hours of continuing education (3 CEUs) and has a \$70 registration fee.*



Sam Benbow, B.A., M.S., D.Ed, is Associate Professor of Social Work at Shippensburg University. He has served as Behavioral Specialist, Mobile Therapist, Director of Children and Adolescents Residential Services, Mental Health Case Management Supervisor, and as Assistant Director of the Academic Success Program, which worked with provisionally admitted college students.



Kyle McGee, LMSW, has over twenty years of experience in the field as mental health clinician, supervisor, educator, and trainer. He is currently employed as a ParentCorps Educator in the Population Health division of NYU Langone Medical Center. Kyle is also working towards a Ph.D. in the philosophy of Social Work at Adelphi University, and has served as an adjunct faculty at both Adelphi University and Hunter College.

12:00pm – 1:00pm Lunch on your own
1:00pm – 4:00pm Institute

Mutual Aid Institute

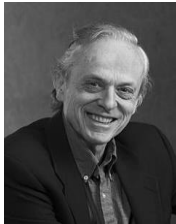
Kimmel Center 914

Building Mutual Aid in Groups with Vulnerable and Resilient Populations

Presenter: Dr. Alex Gitterman, PhD

Session Moderator: Jean-Martin Deslauriers

Mutual aid is the primary rationale for the development of group services. By their very nature, group mutual aid systems universalize individual issues, reduce isolation, and mitigate stigma through their powerful yet subtle interpersonal processes. Through presentation, discussion, and role-plays, attendees will connect knowledge, methods, and skills of group development to assist groups in building mutual support and dealing with dysfunctional interpersonal processes such as withdrawing, testing, scapegoating, and monopolizing. Using the backdrop of time (preliminary, beginning, middle and termination phases), the social worker's skills in helping group members to help each other will be emphasized. *The Institute offers 3 hours of continuing education (3 CEUs), and has a \$70 registration fee.*



Alex Gitterman, Ed.D., is Professor at University of Connecticut School of Social Work. Dr. Gitterman's national reputation in the field derives from his many publications and presentations on social work practice in areas such as the life model, vulnerability and resilience, mutual aid, social work education, and supervision. His areas of specialization include health and mental health, social work practice, and group work.

1:00 – 3:30pm Outstitute – Meet in Lobby of Kimmel Center

Neighborhood Walking Tour: A History of the Workers and Labor Movement that Built New York

Walk with us as we talk about the workers and labor movement that built New York. This two-hour walking tour will have us weaving through NYC's Central & East Village and the Lower East Side; this tour explains the role that immigrants and the labor movement have played in the growth of New York City. Topics could include: sites associated with the first Labor Day Parade in 1882, the ILGWU; the Triangle Shirtwaist Factory fire; Samuel Gompers; Emma Goldman; Peter Cooper; and Clara Lemlich. Dates of significant American labor history are featured. *The registration fee is \$40.*

1:00pm – 5:00pm IASWG Board Meeting – Global Center 475
6:00pm – 9:00pm Sumner Gill Memorial Plenary & Opening Reception

Sumner Gill Memorial Plenary

Kimmel Center, Rosenthal Pavilion

Children of War in Ukraine: Exploring the Trauma of War Through Collective Creative Writing in Literary Workshops

Presenter: Dr. Olga Derkachova

Respondent: Jorune Vyšniauskytė-Rimkienė

Session Moderator: Lorrie Greenhouse Gardella

Ukraine, with its interesting history, culture, and geography, is experiencing its 26th year of independence. Ukraine is also experiencing war. Unfortunately, children of war are a new social group in Ukrainian society, and these children need special care. According to statistics, 1 million Ukrainian children live in a conflict zone; 19,000 children live in areas where they can suffer from mine explosions; and 12,000 children live in towns where weapon firing is happening consistently. A major challenge for Ukrainian society today is the attempt to adapt the children of war to a normal life. All of them need special care. Ukrainian children are connected with their age-mates when they work together in school as students in classroom groups, and the classroom group connection with their schoolmates helps the children to make friendships, and to universalize for one another that they are part of a nation at war. Teaching them how to explore their feelings and struggles through collective creative writing in literary workshops is one way to help them. Discussing war texts, and writing about war topics, helps them express their fears with one another about what they are mutually experiencing. Creative writing about war in a workshop group helps the children of Ukraine to freely express themselves, contributing to improvements in their mental health. This presentation will address how collective creative writing about war in workshop groups supports the healing of trauma experienced by Ukrainian children of war.



Dr. Olga Derkachova is a Doctor of Philological Sciences. She is an Associate Professor in the Department of Pedagogy at Vasyl Stefanyk Precarpathian National University in Ukraine. As a professor of language, she uses the creative writing method to work with classroom groups of school children who experience war in the country. Dr. Derkachova is also a volunteer in the military.



Jorune Vyšniauskytė-Rimkienė, Ph.D., is the Vice Dean and Academic Coordinator for the Faculty of Social Sciences at Vytautas Magnus University in Kaunas, Lithuania. Jorune's professional interests include social work education, social skills training and technology research, and social work with groups and families. Dr. Vyšniauskytė-Rimkienė is an IASWG Board member and Chapter Representative for the IASWG Lithuania Chapter, a chapter she helped to create in 2012.



*Lorrie Greenhouse Gardella, J.D., L.M.S.W., A.C.S.W., is Associate Professor and M.S.W. Program Coordinator at Southern Connecticut State University, USA. As a national leader in social work education, she has led community-engaged initiatives to promote educational access. Her scholarship in social work history includes the award-winning biography, *The Life and Thought of Louis Lowy: Social Work through the Holocaust*.*

Thursday June 8, 2017

9:00am – 5:00pm Registration - Kimmel Center Room 405/406

9:00am – 10:00am Session 1

Room GC 361 Thursday, 09:00–10:00

How Group Work Came to Tisch: Reflections on Teaching and Practicing Group Work in a School of the Arts

Mary Bitel, New York University, New York, NY (USA)

How do the theories and practice of group work translate to the running of a major cross-disciplinary arts program in a school of the arts? This presentation will explore the development of a pedagogy for teaching and administrating toward a BA degree that focuses on the arts as a conduit for collective problem solving. The presentation will propose an alternative context for utilizing group work theory in undergraduate liberal arts education, research and creative practice.

Room GC 365 Thursday, 09:00–10:00

**Influences of the Psychosocial Context of Practice Learning in an
Experiential Group Work Course**

Research Track

Kathy Pjura, Family and Childrens Agency, Norwalk, CT (USA)

Mark Cameron, Southern Connecticut State University, New Haven, CT (USA)

This presentation will describe a study examining the experiences, perceptions, and the developing skillfulness of graduate social work students in an experiential group work class, focusing on the social psychological contexts in which they learned. Key findings include how honoring group norms inhibits the practice of skills, how students mindfully avoid anticipated conflict, and how students favor hierarchical vs. collaborative structuring. Implications for group practice and group practice education will be discussed.

Room GC 369 Thursday, 09:00–10:00

Practicing Gratitude: Reflections on a Community-Based Group in a Supportive Housing Setting

Adina Muskat, The Jean Tweed Centre, Toronto, ON (Canada)

Patricia Ki, The Jean Tweed Centre, Toronto, ON (Canada)

This presentation explores a community-based group in a women’s supportive housing setting. The aim of the group was to encourage participants to regularly engage in practices that would increase feelings of wellness through photography and other creative exercises. Attendees will be invited to participate in an art-based exercise used in the group. This presentation offers attendees an opportunity to reflect on creative ways to build community and encourage clients to engage in self-care practices.

Room GC 374 Thursday, 09:00–10:00

Immigrants, We Get the Job Done: Using the Arts to Promote Catharsis Amongst Immigrant Youth

Rachel Reed, Heartland Alliance, Chicago, IL (USA)

This presentation aims to create a greater knowledge and empathy for immigrant youth in the United States and use an interactive experience to teach effective group techniques that can be used with a variety of populations. Using pop-culture art from various countries can help youth unify amidst diversity, process their stories and prepare for the lives they will lead in the United States.

Room GC 375 Thursday, 09:00–10:00

A Critical Task in Becoming a Group Worker: Managing Socialized Habits

Training Track

D. Mark Ragg, Eastern Michigan University, Ypsilanti, MI (USA)

Group level competencies are an element in family, group, organizational, and community practice. As such, they are endemic in all mezzo and macro practices. This presentation explores the challenges inherent in developing group-level competencies. Based on 876 student videotapes, challenges, patterns of competency-development, and teaching strategies are identified.

Mobilizing Marginalized Mumbai Youth: Activation as Citizens for Public Health Through Participatory Action Research

Research Track

Christina Pratt, St. Thomas Aquinas College; Private Practice, South Nyack, NY (USA)

Using participatory action research and Concept Mapping© technology, we co-learn with youth at the margins of mainstream Mumbai society, examining what it means to be a change agent at school and in the community. A human development capabilities framework informs the design and analysis of youth-led initiatives in public health activism with elected officials and via social media, leading to global youth development.

Room GC 379 Thursday, 09:00–10:00

Assisting Social Work Clients in Achieving Financial Wellness

Sheri Williamson, Independent Financial Wellness Educator, Champaign, IL (USA)

The financial education of social group workers is an important step in addressing the financial insecurity many families experience. This presentation will provide education on effective financial methods, tools, and resources that can assist providers in helping their clients achieve financial wellness. This in turn can improve client fidelity to programming which addresses their presenting problem. Additionally, this education can also benefit providers and their personal financial goals.

Room GC 383 Thursday, 09:00–10:00

Bridging the Gap Between Micro and Macro Practice: A Collaborative Leadership Model Based on Group Practice Knowledge and Skills

Mutual Aid Track

Rebecca Esther Coleman, University of Saint Francis, Fort Wayne, IN (USA)
Debby Beckman, YWCA Northeast Indiana, Inc, Fort Wayne, IN (USA)

This interactive session presents a collaborative leadership model using mezzo practice skills to bridge the gap between micro and macro practice. The conceptual framework, used to create intraprofessional groups, is based on mutual aid processes. The future of our profession depends on the ability of all social workers to acknowledge each other's unique skills sets, knowledge base, and practice expertise. Together we can create a hopeful future focusing on the well-being of all people.

Room GC 388 Thursday, 09:00–10:00

A Matter of Balance: Helping Older Adults Prevent Falls and Reduce Their Fear of Falling Through Group Work

Research Track

Padraic Stanley, Rush University Medical Center, Chicago, IL (USA)
Erica Chin, Rush University Medical Center, Chicago, IL (USA)

A Matter of Balance is an evidence-based group model designed to reduce the likelihood of falls amongst older adults through confidence and strength-building exercises to improve balance, as well as intense cognitive restructuring and group problem solving that help reduce fears of falling. This presentation will present the structure and benefits of the group as well as present the leaders' professional observations and experiences in practice and implementation of the group model.

Group Work in the Field: Adults & Older Adults

Jay Sweifach, Yeshiva University, New York, NY (USA)

This panel discussion highlights vignettes from the field-agency groups of 2nd year group work students at the Wurzweiler School of Social Work. A specific focus is placed on how group work is used to address the clinical and psychosocial issues facing adults and older adults.

Room GC 461 Thursday, 09:00–10:00

The Importance of Groups in Inpatient and Outpatient Rehabilitation

Pamela Singer, NYU Langone Medical Center/Rusk Ambulatory Care Center, New York, NY (USA)

With over 30 years of experience in Health Care and Rehabilitation, the presenter will discuss the importance of groups in inpatient and outpatient rehabilitation and the many inpatient and outpatient groups developed and run. The presentation will provide insight on how to identify and develop a successful group, and how to ensure continued interest and success after many years.

10:15am – 11:15am Session 2

Room GC 361 Thursday, 10:15–11:15

Jumping Through Hoops: Creative Approaches to Challenges in Field Education

Pamela Brodlieb, LIU - Post, Brookville, NY (USA)
Donna Teichner, Family and Children's Association, Hempstead, NY (USA)

This presentation describes the current field education landscape in suburban Long Island, New York. Social work programs place students in agencies for field internships and agencies are facing increased challenges in providing appropriate supervision to interns. Through the use of examples from the field and case studies

participants will have the opportunity to address creative ways through the use of group work to meet the challenges of educating social work students.

Room GC 365 Thursday, 10:15–11:15

I Came for the Pizza, but I Left Feeling Empowered: Focus Groups as “Tools” to Build Supportive Networks

Mutual Aid Track

Reshawna Chapple, University of Central Florida, Orlando, FL (USA)

This presentation will describe the mutual aid group process that took place while conducting four semi-structured focus groups with 25 Black deaf female students enrolled at a private predominately white and predominately “hearing” university in the Northeast. Examples presented highlight the therapeutic value of group work and the supportive networks that spontaneously developed when discussing intersectionality and campus microaggressions. The group worker’s role, approaches and group dynamics are also discussed.

Teaching Ta-Nehisi Coates' *The Case for Reparations*: Reflections on Fear, Listening and Learning

Shantih Clemans, Brooklyn, NY (USA)

Talking honestly about race and racism is often difficult for white college teachers. In this session, I give detailed examples of my experiences as a white teacher with black adult students as we read Ta-Nehisi Coates' *The Case for Reparations*. This session will explore the challenges, complexities, and rewards connected to teaching cultural competency as a white teacher with black and African American adult students.

Room GC 369 Thursday, 10:15–11:15

The U Visa Prep Group: An Interdisciplinary Legal and Social Work Task Group Model with Undocumented Survivors of Domestic Violence

Diana Halperin, Queens Legal Services, Jamaica, NY (USA)

Martha Garcia, Marist College, Poughkeepsie, NY (USA)

This presentation will explore the U Visa Prep group model, an interdisciplinary legal and social work task group for Latina survivors of intimate partner violence. The presenters will demonstrate how the group was conceived and implemented from two distinct yet often congruent theoretical group work methodologies: popular education and social group work. The presenters will raise interdisciplinary group and social work practice considerations in working within a public interest legal setting.

Room GC 374 Thursday, 10:15–11:15

Sculpting Our Way Through Conflict: Increasing Empathy by Standing in Another's Shoes *Mutual Aid Track*

Alice Schmidt Hanbidge, Renison University College, University of Waterloo, Waterloo, ON (Canada)

Cheri Bilitz, Wilfrid Laurier University, Waterloo, ON (Canada)

Sculpting is a powerful tool in helping a group or family to gain insight into their role in a conflict and increase understanding of other member's feelings and perceptions. A group “stuck” in a stage of development can propel through challenging conflicts to embrace change with transformative sculpting techniques. An experiential sculpture will be a central activity, where workshop participants can volunteer to be part of a physical or visual sculpture.

Room GC 375 Thursday, 10:15–11:15

The Impact of Law Enforcements' Knowledge on Interactions with People with Mental Illness

Research Track

Nashira Funn, Patton State Hospital, Fontana, CA (USA)

This collaborative presentation reveals findings from a qualitative phenomenological study regarding the impact of law enforcements' knowledge on interactions with people with mental illness. It also presents an officer's perspective, providing insight into the mind of an officer by describing real-life situations and factors that influence an officer's decision-making, and discusses innovative group workshop approaches being implemented in the community.

Room GC 379 Thursday, 10:15–11:15

Never Too Old to Play Games

Joe Nelson, The University of Louisville: Kent School of Social Work, Louisville, KY (USA)

Over time clinicians tend to tire and burn out because they feel like they have nothing else left in them to effectively facilitate groups. This session will introduce new techniques to prepare clinicians to provide a reenergizing experience for their clients.

Educating Future Group Work Practitioners: Teaching Mezzo and Macro Level Group Work *Training Track*

Greg Tully, West Chester University, West Chester, PA (USA)

In social work educational settings, students must be taught not only to effectively facilitate client groups but also to effectively facilitate social advocacy groups, community change groups, and political action groups. This presentation will address the importance of ensuring successful group work learning opportunities for future students practicing on both the mezzo and macro levels.

Room GC 383 Thursday, 10:15–11:15

Investing in Group Work Practice: Creative Approaches in the Classroom and Field

Training Track

Sari Skolnik, Wurzweiler School of Social Work, New York, NY (USA)
Louise Skolnik, Retired, Rockville Centre, NY (USA)

This presentation focuses on how the classroom and field can be creatively constructed to prepare students for group work practice. This session is designed as a group work experience in which participants will learn and discuss group work-inspired teaching secrets and engage in experiential exercises drawn from psychodrama and sociometry.

Room GC 388 Thursday, 10:15–11:15

Igniting Hearts: Cultivating Group Spirit

Dr. Nancy-Angel Doetzel, Mount Royal University, Calgary, CA, AB (Canada)

The spiritual dimension of our lives, which honors heart wisdom, is an important source of healing and is often ignited by art forms, music, or storytelling within groups. This presentation will aim to ignite a spark within group participant's hearts through shared music, visuals and storytelling.

Early Group Work Pioneer Vilona P. Cutler (1890-1970): Advocate for Racial Equality in Oklahoma

Herman Curiel, University of Oklahoma, Norman, OK (USA)

Vilona P. Cutler was an early group work pioneer in Oklahoma who challenged racial discrimination laws at great personal risk. She founded the first mixed race YWCA community committee and was the first to integrate a YWCA girls' camp.

Room GC 461 Thursday, 10:15–11:15

The 2017 IASWG SPARC Showcase and Forum on Project Application, Acceptance and Implementation

Research Track

Carol S. Cohen, Adelphi University School of Social Work, Garden City, NY (USA)

Barbara Muskat, The Hospital for Sick Children, Toronto, ON (Canada)

Mary Lisbon, Barry University, Miami Shores, FL (USA)

Lois A. Carey, Molloy College, Southold, NY (USA)

Brian L. Kelly, Loyola University Chicago, Chicago, IL (USA)

Shirley R. Simon, Loyola University Chicago, Chicago, IL (USA)

Teresa Kilbane, Loyola University Chicago, Chicago, IL (USA)

Jennie Ann Cole, Charlotte, North Carolina (USA)

Zaneta Smith, L.A. Kitchen, Los Angeles, CA (USA)

Azadeh Masalehdan Block, California University of PA, California, PA (USA)

Tee R. Tyler, Texas Christian University, Fort Worth, TX (USA)

The IASWG SPARC Program was launched to "spark" members' innovative projects through endorsements and grants. This session will include application guidance, successes and challenges, showcasing SPARC Projects in areas of research, practice and education. Potential applicants and awardees are especially welcome to participate as well as all Symposium participants.

11:30am- 12:30pm Session 3

Room GC 361 Thursday, 11:30–12:30

A Novel Racial Equity and Cultural Competency Training and Group Case Consultation Model in Child Welfare

Training Track

Anthony De Jesus, University of Saint Joseph, West Hartford, CT (USA)

Robert Martinez, New York City Administration for Children's Services, Bronx, NY (USA)

Jane Hogan, Mercy College, Dobbs Ferry, NY (USA)

This interactive and experiential presentation will describe and demonstrate a novel training and group case consultation model designed to address racial disproportionality in the child welfare system. Seeking to address the shortcomings of solely didactic training cultural competence/racial equity training models the developers of this model sought to utilize group case consultation as a key strategy to support child welfare workers build key racial justice practice skills.

Room GC 365 Thursday, 11:30–12:30

Drumming and Mindfulness Integrations into Evidence-Based Group Intervention

Jacque Soulliere, Community Cares Services, Lincoln Park, MI (USA)
D. Mark Ragg, Eastern Michigan University, Ypsilanti, MI (USA)
Michael Turner, Eastern Michigan University, Ypsilanti, MI (USA)

This presentation explores the use of mindfulness and drumming integrated into a Seeking Safety group program. Participants will learn how to implement drumming and mindfulness as methods to increase member engagement, motivation and participation. Video demonstration, live drumming and other experiential exercises are used to illustrate implementation.

Group-Based Music Residencies for Young People Experiencing Homelessness: Opportunities for Agency and Empowerment *Research Track*

Brian L. Kelly, Loyola University Chicago, Chicago, IL (USA)

This presentation presents findings from an IASWG SPARC funded process evaluation exploring group-based music residencies for young people experiencing homelessness. Findings suggest the residency offers participants opportunities to gain a deeper understanding of music, demonstrate personal agency and empowerment, exhibit collective decision-making, and experience vulnerability. These processes are often facilitated and enhanced by residency teaching artists' adaptability.

Room GC 369 Thursday, 11:30–12:30

From Shame-Full to Self-Full: Group Treatment of Body Image Disturbance in Eating Disorder Patients

Marissa Sappho, New York University Silver School of Social Work & Center for the Study of Anorexia & Bulimia, New York, NY (USA)

Eating disorders are complicated life threatening illnesses which present with behavioral, cognitive, emotional, and physiological symptoms, including significant disturbance of body image. Research suggests shame plays a large role in the maintenance of eating disorder thoughts, feelings and behaviors. This presentation introduces Shame-Resilience Theory and its applications for groupwork in the treatment of the body-image disturbed eating disorder patient.

Room GC 374 Thursday, 11:30–12:30

Unplugged Together: Laptop-free Group Work Classroom *Training Track*

Ann M. Bergart, University of Chicago, Loyola University Chicago, Private Practice, Park Ridge, IL (USA)

This presentation describes the benefits of teaching group work in a classroom without laptops. In this environment, students can observe process in the class-as-a-whole, not only in their small group activities. They can also better learn to perceive their own feelings in response to group events. Though anxious at first, most students become very engaged in the class process and appreciate what they can learn when they are required to be more "present" in class.

Transitional Justice in the US and Abroad: A Collaborative Travel Study

Susan Wysor Nguema, West Chester University of Pennsylvania, West Chester, PA (USA)
Linda Houser, Widener University, Chester, PA (USA)

This presentation will provide an overview of transitional justice from a social work education perspective. It will provide details on a collaborative travel study to Kenya, where students applied what they learned in the US to interactions with Kenyans directly affected by the Kenyan Truth and Reconciliation Commission.

Room GC 375 Thursday, 11:30–12:30

The Challenges and Rewards of Facilitating Groups in Field Work Settings

Paul G Johnson, University of Southern Maine, Brunswick, ME (USA)
Jordyn Cram, University of Southern Maine, Portland, ME (USA)
Christina Williams, University of Southern Maine, Portland, ME (USA)
Michelle Cote, University of Southern Maine, Portland, ME (USA)
Shannon Badgett, University of Southern Maine, Portland, ME (USA)
Emily Reynolds, University of Southern Maine, Portland, ME (USA)

This presentation describes the experiences of BSW students who facilitated a number of groups in a variety of agency settings over the course of their field work placements. The idea for the groups came about from discussions in the field work seminar. In this presentation, the students and their faculty member will discuss the success and challenges they faced doing group work.

Room GC 379 Thursday, 11:30–12:30

Creative Strategies for Working with Diversity in Challenging Times

Mutual Aid Track

Sarah E. LaRocque, University of Calgary & Cochrane Counselling Centre, Calgary, AB (Canada)
Melissa Popiel, Wilfrid Laurier University, Waterloo, ON (Canada)
Wililam Pelech, Faculty of Social Work, University of Calgary, Edmonton, AB (Canada)

This presentation describes a new model of inclusive group work practice, which offers group workers new relational strategies to work with diversity present in their groups. We hope to promote discussion about the tentative model and identify additional strategies to harness the power of diversity in social work groups.

Room GC 383 Thursday, 11:30–12:30

More Than You See: Group Work Through Peacemaking Circles

Mutual Aid Track

Romeissa Selmane, The Home for Little Wanderers, Brighton, MA (USA)
Elizabeth Woodruff, The Home for Little Wanderers, Brighton, MA (USA)
Angelica Emery-Firtitta, The Home for Little Wanderers, Brighton, MA (USA)
Jawaan Kellam, The Home for Little Wanderers, Brighton, MA (USA)

This presentation will examine how Restorative Practices and Circle can facilitate a safe, anti-oppressive environment for staff team-building and community processing. The participants will explore the Circle process, which includes exploring values, storytelling, engaging in a ceremony and circle keeping while using a taking piece. Participants will end by engaging in an open discussion on how Circles and Restorative Practice can be of use in their current practice.

Room GC 388 Thursday, 11:30–12:30

Food Empowerment

Christina Arriola, IASWG Southern California Chapter, San Diego, CA (USA)

In this presentation, participants will learn how cooking groups can be used to connect individuals from all ages and walks of life and foster cross-cultural understanding, empowerment, mutual aid and improved communication. The instructor, a culinary arts teacher of over 8 years, will share her experience of working with diverse individuals, including those who have a history of involvement in the foster care system, incarceration, and violence.

Trauma Informed Yoga and Mindfulness

Lily Thrope, New York University, New York City, NY (USA)

Yoga and mindfulness allows for movement and awareness of breath, which has been shown to help people relax and understand their emotions and therefore understand themselves better. Through this presentation, participants can learn how to get in touch with their body and connect their breath to their movement. The techniques learned can be applied in any group setting. Yoga will be presented specifically through a trauma informed lens.

Room GC 461 Thursday, 11:30–12:30

Why Do You Do What You Do When You Do It? The Art of Providing Group Work Consultation to Agencies

Training Track
Session Moderator: Sari Skolnick, LCSW

Dana Grossman Leeman, Simmons School of Social Work, Boston, MA (USA)

Providing group work consultation to agencies is fun and complicated. Consultants solve problems, provide insight, and teach skills. They must be respectful, intentional, and able to "read" complex agency dynamics, and work collaboratively. The consultant's skills are analogous to those utilized by group workers. This workshop elucidates approaches to assessing an agency's appetite for change, interest in thinking expansively about group services, and willingness to explore inter-agency tensions and alliances that inform group work practice.

12:30pm – 2:35pm **Luncheon**
Beulah G. Rothman Memorial Plenary
World Café

Beulah G. Rothman Memorial Plenary

Kimmel Center, Eisner-Lubin Auditorium

Homeless Services: Using Group Work to Strengthen Permanency Outcomes for Families with Children in Shelters

Research Track

Presenter: Jahmani Hylton, LMSW

Over twenty years of research have documented the relationship between housing instability and health and mental health problems. Of critical concern is the impact that mental health, trauma, and environmental stress can have on homeless mothers and children. In November 2015, NYC announced ThriveNYC, A Mental Health Roadmap for All, an unprecedented strategy and set of initiatives by NYC to approach mental health as a comprehensive public health challenge involving many City agencies, including the New York City Department of Homeless Services (DHS). DHS has launched the "Social Worker in Shelter initiative": a plan to place Licensed MSW Social Workers (LMSWs) in shelters to work on behalf of families with children. In this presentation, the speaker will explain how he has used group work practice interventions to strengthen overall permanency outcomes for families with children in shelter; by improving linkages to mental health and community based services, he has used group work to foster mutual aid and to create communities of support. By realizing the

critical role of group work for displaced families, and the need for social group work interventions in assisting persons who are homeless, significant strides have been made in providing this population with needed support and positive change.



Jahmani Hylton, LMSW, has worked at the Administration for Children’s Services and also served in the NYC Mayor’s Office where he was responsible for the oversight of the fatherhood mentoring program for Black and Latino men. Most recently, as Deputy Commissioner of Family Services at the New York City Department of Homeless Services, Jahmani has spearheaded the “Social Worker in Shelter” initiative to bring over 350 MSW level social workers to work with families with children in homeless shelters.

World Café

Kimmel Center, Eisner-Lubin Auditorium

Engage in a dialogue with IASWG colleagues about the impact of contemporary issues on group work practice generated by the content of the Beulah Rothman Memorial Plenary presentation.

2:45pm – 3:45pm Session 4

Room GC 361 Thursday, 02:45–03:45

Building Community: Addressing Complex Trauma in a Group of Immigrant Latinx Families

Thomas Neuschul, The Safe Center, Bethpage, NY (USA)
Evelyn A. Page, The Safe Center, Bethpage, NY (USA)

Many newly arrived immigrants have experienced complex trauma. Group work provides a unique experience for this population due to their sense of isolation and lack of safety. Using literature and experiences from a group of parents of child sexual abuse victims, the presenters will provide attendees with considerations for working with this population, and interventions for safety and community building.

Room GC 365 Thursday, 02:45–03:45

Group Work Intervention for Community Resources Assessment: Variations in Rural Women’s Needs and Constraints

Research Track

Mamadou M. Seck, Cleveland State University, South Euclid, OH (USA)

After completing a group work course, students completed an Accelerated Methodology of Participatory Research in eight villages. The current study is a meta-analysis of students’ reports on the needs and constraints of women living in those communities. The women’s pyramids of needs and constraints have been compared; similarities and differences were presented. It was determined that various factors such as location, physical environment, and resources may have influenced these variations.

Room GC 369 Thursday, 02:45–03:45

Creating Spaces for Empathy and Action: Student Social Work Groups in Challenging Times

Mutual Aid Track

Maria Gurrola, New Mexico State University, Las Cruces, NM (USA)
Stacy Gherardi, New Mexico State University, Las Cruces, NM (USA)

This presentation will explore how one school of social work in a border community has used student groups to facilitate the creation of safe spaces for sharing, support, dialogue, critical thought and action amid the current political environment. The session will provide a space for dialogue around how participants have grappled with promoting engagement amidst anxiety, using relevant tools for communication and organizing and collaboration between and beyond schools of social work.

Welcome the Stranger: Group Work and Hospitality in a Fearful Era

Lorrie Greenhouse Gardella, Southern Connecticut State University, New Haven, CT (USA)

Group work and hospitality are complementary approaches to social justice that mediate between “us” and “them”. In an era shaped by populism, nationalism, and fear, group work promises to welcome strangers, nurture hope, and propel people forward. Holocaust survivors Louis Lowy and Hans S. Falk practiced group work with reference to hospitality and other religious and cultural values. This presentation explores the potential of group work to become a hospitable profession.

Room GC 374 Thursday, 02:45–03:45

Getting to "Yes": Using Groups to Engage and Sustain Relationships with Court Involved Urban Youth

Carl Mazza, Lehman College, Bronx, NY (USA)
Oliver Martell, Leake and Watts Org., Yonkers, NY (USA)

Child welfare and community mental health agencies working with court-involved youth face many challenges. Social workers in urban environments have to compete with a variety of factors that can undermine the establishment and maintenance of therapeutic relationships. Two social workers discuss these challenges and how to overcome them utilizing groups.

Designing Effective Group Interventions for Trauma in Young Offenders: Lessons Learned from Current Research

Research Track

Michelle-Ann Rhoden, Florida International University, Miami, FL (USA)
Mark J. Macgowan, Florida International University, Miami, FL (USA)

The current literature overwhelmingly reports high trauma exposure among young offenders, which increases the risk of delinquency and other poor mental and behavioral health outcomes. To address the impact of trauma, youth serving agencies are increasingly implementing trauma-specific interventions. This presentation will critically review recent group interventions used to reduce trauma among young offenders. The presenters will review the features of the interventions and how they incorporate group work theory and social work with groups.

Room GC 375 Thursday, 02:45–03:45

Concentric Circles: Small Group Thinking in a "Large Group" Model

Nancy Cincotta, Camp Sunshine at Sebago Lake, New York, NY (USA)

This presentation will describe a large group model within the context of family camp programs, and biopsychosocial illness retreats for children and young adults with life-threatening illnesses and their families. The efficacy of the model will be portrayed through group work and psychosocial oncology practice

literature, participant data and clinical experience with large group leadership. Similarities and differences between large and small group practice will be discussed.

Relational Reengagement through Groups for Caregivers and Care Receivers

Mutual Aid Track

Marcia Spira, Loyola University, Chicago, IL (USA)

Caregivers and care receivers challenged by chronic illness often feel marginalized by friends and family. Groups created for both the caregiver and care receiver provide opportunities to join with others struggling with similar relational disengagement. Attendees will benefit from a recognition of the relational dynamics of such experiences, and development methods to facilitate the narration of stories to build new relational and social narratives will enable couples to have skills for management of illness.

Room GC 379 Thursday, 02:45–03:45

Addressing Social Work Student Needs through Programming Executed by a School-Sponsored Student Organization

Research Track

Benjamin Marton, Loyola University Chicago, Chicago, IL (USA)
Julie Key, Loyola University Chicago, Chicago, IL (USA)
Laura Nessler, Loyola University Chicago, Chicago, IL (USA)
Katie Siegel, Loyola University Chicago, Chicago, IL (USA)
Megan Monahan, Loyola University Chicago, Chicago, IL (USA)

This presentation explores findings of an evaluative research study conducted at a school of social work that assessed the needs of its MSW students. Informed by these findings, student leaders addressed these needs through a school-sponsored, student-led organization, the School of Social Work Student Organization (SSWSO). Participants in this presentation will gain an understanding of the importance of student empowerment, growth, and learning that can happen through structured, peer-led initiatives outside the classroom.

Room GC 383 Thursday, 02:45–03:45

Addressing Grief and Loss in Groups by Creating a Loss Totem

Kris Drumm, Private Practice, Wilton Manors, FL (USA)

This presentation describes and demonstrates how the activity of creating a loss totem in groups can assist members in identifying losses incurred by various life circumstances and in expressing their understanding of the impact of these losses. Participants will be guided in creating their own loss totems, and the facilitator will share her experiences using the activity with various populations.

Room GC 388 Thursday, 02:45–03:45

The Un-learning Process: Transitioning Group Work Students from School to Practice

Training Track

Carrie McManus, Sagesse, Calgary, AB (Canada)
Andrea Silverstone, Sagesse, Calgary, AB (Canada)

Social work students are often ill equipped to translate the skills they learn in books and lectures into everyday practice when entering into intern placements. This presentation will discuss the model of “un-learning” that Sagesse takes our students through, deconstructing their classroom knowledge and rebuilding it within an integrated structure with practical and personal experiences.

Room GC 461 Thursday, 02:45–03:45

Not Criminally Responsible on Account of Mental Disorder: Matching Expectations with Action Towards Justice in Light of Therapeutic Jurisprudence

Nana Ebenezer Mumford, Alberta Hospital Edmonton, Edmonton, AB (Canada)

This presentation will present the activities of three Criminal Code Review Boards vis-a-vis legal and therapeutic jurisprudence principles to effect justice to patients and the public. It will portray the arduous task by a group of professionals to ensure the safety of the public and equally meet the multifaceted needs of mentally disordered offenders.

Bullies in Groups: A Discussion of the Use of Group Interventions with Defiant Youth

Christine Vyshedsky, Yeshiva University, New York, NY (USA)

A report published by John Hopkins University, referenced by the StopBullying.gov website, notes that group-level interventions for bullying are not recommended. However, many factors can affect what may be a beneficial method of intervention for both bullies and victims. This presentation will look at those factors, identify possible gaps in research and examine how feasible group interventions are in responding to bullying.

4:00pm – 5:00pm Session 5

Room GC 361 Thursday, 04:00–05:00

Gratitude as a Strategy for Positive Change

Martin Birnbaum, IASWG, New York, NY (USA)

Session Moderator: Kyle McGee

Studies of gratitude show a lower risk of mental health disorders, greater happiness, resiliency and the ability to overcome stress, and maintaining positive relationships. This presentation will discuss gratitude, and its benefits in terms of health and wellbeing, and describe the implementation of a community-based small group event focused on gratitude. Attendees will experience ways of expressing gratitude and the steps to take to cultivate a grateful approach.

Room GC 365 Thursday, 04:00–05:00

What About Work? Integrating Career Theory and Empowerment in Group Work with Survivors of Intimate Partner Violence

Sarah Tarshis, University of Toronto, Toronto, ON (Canada)

Attendees will learn about group career counseling theory and practice with survivors of IPV. This presentation will discuss the historical and theoretical development of career theory and empowerment, and outline findings of empirical studies. The presentation will outline key concepts of career theory and empowerment practice and how to apply these concepts to group work.

Room GC 369 Thursday, 04:00–05:00

Sharpening Life Skills in an Intergenerational Job Training Program

Zaneta Smith, L.A. Kitchen, Los Angeles, CA (USA)

LA Kitchen (LAK), a social enterprise in Los Angeles, CA, believes that neither food nor people should go to waste. LAK runs a life skills group in their culinary job training program to promote emotional well-being leading to sustained employability. This intergenerational program services the formerly incarcerated, formerly homeless, and transitional age youth. This presentation will discuss LAK, the life skills curriculum, and engage in exercises that increase self-awareness and build team work.

Room GC 374 Thursday, 04:00–05:00

Putting Social Justice at the Heart of Social Work Curriculum in Group Practice

Training Track

Rusty Souleymanov, University of Toronto, Toronto, ON (Canada)

A growing body of research indicates that when it comes to group work, social work curriculums fall short in their mission to prepare students for culturally competent practice with diverse populations. Programs across North America do not provide students with the necessary knowledge of group modalities that are rooted within anti-oppressive practice. The focus of this presentation is on how core social justice components can be incorporated into the social work curriculum on group work.

We Had the Experience but We Missed the Meaning: Accompaniment, a Way of Walking with Students and International Community Partners

Siobhan O'Donoghue, Loyola University Chicago, Chicago, IL (USA)

Providing international opportunities for social work students offers a promising way to promote global amity, reduce ethnocentrism and develop students' self-reflectiveness. However, making that happen can be challenging. Effective service and profound transformational learning can occur when placements are well planned and relationships sustained with long-term community partners. This presentation will examine best practices in international service-learning pedagogy gained from working with student groups from over 20 years spent in the field.

Room GC 375 Thursday, 04:00–05:00

Support Groups During End of Life: Support for the Members, Support for the Leader

Mutual Aid Track

Erin Nau, Adelphi University, Adelphi Statewide Breast Cancer Program, Astoria, NY (USA)

Hillary Rutter, Adelphi University, Adelphi Statewide Breast Cancer Program, Garden City, NY (USA)

People who suffer with life ending illnesses need support from others who are dealing with similar concerns. This presentation uses case studies from support groups and group supervision to illustrate both sides of the loss. Discussing the importance of supervision will segue into the discussion of self-care as a tool for participants of the group and the group facilitator. We will end with a conversation about the importance of self-care to help combat compassion fatigue.

Room GC 379 Thursday, 04:00–05:00

Puppets, Poppets and Participation: Using Scissors and Glue to Bond a Group

Reineth (CE) Prinsloo, Department of Social Work and Criminology, University of Pretoria, Pretoria, (South Africa)

Finger puppets can teach students to lead groups! Teaching a group work module in a BSW program need not only be done in a classroom with face-to-face teaching. Out-of-class learning is extremely beneficial in integrating theoretical content and facilitating in-depth learning. A seven-week group work project was used to assess theoretical content and in the process students were creative and had fun. Making *puppets* of families regarded as *poppets* resulted in excited *participation*.

Room GC 383 Thursday, 04:00–05:00

**Support Groups for Immigrant Women: A Leadership Manual
Addressing Content and Process**

Mutual Aid Track

Marta Lundy, Loyola University Chicago, Chicago, IL (USA)
Shirley R. Simon, Loyola University Chicago, Chicago, IL (USA)
Graciela Polanco, The University of Iberoamericana, Mexico City, (Mexico)

Based on four years of experience with a 19-week support group model for Mexican immigrant women, this presentation describes the content, process and group activities. A non-prescriptive manual serves as a guide for these groups and will be shared with the participants. Didactic materials and experiential activities will be presented.

Room GC 388 Thursday, 04:00–05:00

You Scratch My Back and I'll Scratch Yours: The Conditions of Cooperation of World Politics Applied to the Group of Father and Social Worker in Child Welfare

Vincenza Virginia Amato, University of Windsor, Windsor, ON (Canada)

Key concepts of cooperation include problem solving, sharing, helping and taking turns. Yet it is evident that at times there is a disconnection between social worker and client. This presentation examines this phenomenon, specifically within the group of social worker and father in child welfare services using a theoretical lens of cooperation.

Room GC 461 Thursday, 04:00–05:00

Experiencing Group Process: Class Evaluations as Living Group Dialogue

Donald Jordan, University of Tennessee at Martin; Pathways of Tennessee, Counseling Practice, Jackson, TN (USA)

While specific group work skills are covered in class, instilling the art of group process is often more difficult. This presentation provides the Critical Incident Questionnaire (CIQ) as a means for class evaluation and change implementation in real time while teaching students in any class the art of group work and ensuring a reflexive classroom dynamic. Leave this presentation equipped with the resources, references, and experience to immediately implement this tool in your classroom.

5:15pm – 7:30pm IASWG Membership Meeting / Film Screening

Membership Meeting **Parlor Room (1st Floor) Silver SSW, 1 Washington Square North**
Join us for our annual IASWG membership meeting. It is a time to connect with other members, reflect on the recent happenings in the association, and collaborate to plan our future endeavors. All symposium attendees are welcome and encouraged to attend. Light refreshments will be served.

Film Screening **Parlor Room (1st Floor) Silver SSW, 1 Washington Square North**
Central Park: The People’s Place
Following the formal part of the IASWG Membership Meeting, join us for a film screening of a special segment of the Marty Birnbaum documentary film: "Central Park: The People’s Place".

Marty is a revered member of IASWG, and he created/produced/directed the film. "Central Park: The People’s Place" explores the role Central Park plays in the lives of New Yorkers, including as a place to gather for various group activities and group interactions. Years in the making, the roots of "Central Park: The People’s Place" began with Marty observing Central Park over the years; as he met with many other park lovers, the film grew into its current documentary form.

The Silver School of Social Work is just a two-minute walk from the Kimmel Center, located at 1 Washington Square North, off the northeast corner of Washington Square Park. From the Kimmel Center, walk through the park and veer to the right.

Friday June 09, 2017

9:00am – 5:00pm Registration - Kimmel Center Room 405/406
9:00am – 10:00am Session 6

Room GC 361 **Friday, 09:00-10:00**

Men at (Group) Work: A Panel of Group Workers’ Experiences with Men’s Groups *Mutual Aid Track*

Kyle Ganson, Private Practice, Concord, MA (USA)
Panelists: Tfawa Haynes, Carl Mazza

This panel of male group workers will explore their experiences working with all-male member groups. Group dynamics, processes, and mutual aid in the context of men’s groups will be explored. Tips on starting men’s groups will also be outlined in hopes of creating a space for men to seek help, reduce isolation, and break detrimental norms of masculinity.

Room GC 365 Friday, 09:00–10:00

Program Evaluation Training for Refugee Peer Support Groups

Training Track/Research Track

Azadeh Masalehdan Block, California University of PA, California, PA (USA)
Leslie Aizenman, Jewish Family & Children's Service, Pittsburgh, PA (USA)

In this presentation participants learn about a program evaluation training course (SPARC funded) designed for peer leaders serving Bhutanese, Iraqi, Latino/Latina, Sudanese, Congolese, and pan-African populations that have recently settled in the Pittsburgh area. Training course highlighted the need for reviewing cultural bias protections, including back translation of surveys and ensuring use of best practices in ensuring cultural competence. Successes, challenges and best practices for providing such training with para-professional population will be discussed.

When a White Woman Facilitates Discussions of Race with a Predominantly Black Group of Students

Casey Bohrman, West Chester University, West Chester, PA (USA)

This presentation will address how critical race theory can be used to inform discussions about race relations. A white professor and her black student will describe their experiences and engage audience members in discussion about group dynamics and other challenges of facilitating conversations about race.

Room GC 369 Friday, 09:00–10:00

Making Group Theories Real: A Brief Culture Exchange Activity that Translates Theory into Experience

Training Track

Donald Jordan, University of Tennessee at Martin, Martin, TN (USA)
Daphne Henderson, University of Tennessee at Martin, Martin, TN (USA)

BaFa BaFa is now a cornerstone of our introductory practices for students entering the social work field. This presentation will be highly interactive and experiential, involving session attendees in a portion of the BaFa BaFa activity, then identifying the layout, structure, and process of the entire activity so attendees can consider how they might adapt the activity for themselves.

Room GC 374 Friday, 09:00–10:00

Groupe mixte de codéveloppement clinique et implantation d'une recherche collaborative

Catherine Bélanger Sabourin, Université du Québec à Montréal, Montréal, QC (Canada)
Suzanne Mongeau, Université du Québec à Montréal, Montréal, QC (Canada)

Composé d'intervenants d'organismes communautaires d'un même territoire, tous impliqués dans une intervention de proximité avec des enfants et des familles en situation de vulnérabilité sociale, ce groupe mixte propose un espace réflexif commun. Nous ferons un retour sur la co-construction du projet, ses inspirations théoriques, sa méthodologie, ainsi que sa double visée de formation et de co-production d'un savoir qui soit à la fois pertinent pour le monde de la recherche et de la pratique.

Passing the Baton: Revitalization of an IASWG Chapter

Cheryl D. Lee, Cheryl D. Lee, California State Univ. Long Beach School of Social Work, Long Beach, CA (USA)
Maria Gandarilla Ocampo, IASWG Southern California Chapter, Long Beach, CA (USA)
Mei Kameda, IASWG Southern California Chapter, Rancho Palos Verdes, CA (USA)

This presentation will demonstrate: 1. the effective transfer of leadership in an organization; 2. the revitalization of an IASWG Chapter; 3. the infusion of energy and creativity due to diversity in a task group; 4. the strengths and challenges of discussing risky topics at chapter meetings; and 5. the use of talking circle techniques in group work. Participation from the audience will enrich the presentation.

Room GC 375 Friday, 09:00–10:00

Blending Benefits: Harnessing the "Flipped Classroom" to Teach Groupwork Practice Methods to MSW Students

Elisabeth A. Counselman Carpenter, Columbia University & Private Practice, New York, NY (USA)

This presentation will discuss the successful development and implementation of a hybrid format of a clinical practice class at the Columbia School of Social Work using a 4-week model specifically focused on groupwork with children, adolescents and families. Strengths and challenges of this model will be discussed, experiential exercises used in this class to demonstrate groupwork techniques will be shared and evaluation techniques designed to measure adherence to CSWE's EPAS will also be discussed.

Room GC 379 Friday, 09:00–10:00

Group Work with Children At Risk for Trafficking and Survivors of Sexual Exploitation in the Child Welfare System

Mutual Aid Track

Selina Higgins, NYC Administration for Children's Services, New York, NY (USA)
Holly Chambers, NYC Administration for Children's Services, New York, NY (USA)

Group work can provide a safe opportunity to process through sexual exploitation and destructive feelings, and increase positive change. This presentation will provide an overview of child trafficking dynamics, a group strategy to assist sexually exploited and at-risk children to help develop the ability to disclose and move to safety and security, and a hands-on opportunity to experience relevant exercises that demonstrate how attendees can work through emotions impacting upon safety decisions.

Sibling Support Groups: Best Practices in Public Health Care Settings

Mutual Aid Track

Jennifer Grier, MAB-Mackay Rehabilitation Center, Montreal, QC (Canada)

In this presentation, you will learn about the creation of a support group for siblings of children with special needs that was developed in a public health care agency in Montreal, Quebec, Canada. The tasks involved in organizing within a public agency will be reviewed. The use of the Sibshops group intervention model, a group intervention model that was developed by Don Meyer, Director of Sibling Support in Seattle, Washington, will be highlighted.

Room GC 388 Friday, 09:00–10:00

Creatively Meeting the Needs of Veterans with PTSD Through Poetry Therapy in Groups and Classrooms

Mutual Aid Track

Scott R Sorensen, University of Utah, Cedar City, UT (USA)
Lisa Danielle Dubrasky, Southern Utah University, Cedar City, UT (USA)
Grant Corser, Southern Utah University, Cedar City, UT (USA)

The presenters will demonstrate a flexible co-facilitative approach to group work that can be used by both therapists and educators. They will review an innovative approach to poetry therapy involving veterans that

was implemented into traditional group work. Attendees will experience a brief demonstration of the co-facilitative approach, including an excerpt from the curriculum, and discuss application to their respective fields.

Group Activities to Promote Collective Attunement and Democracy in the Trump Era *Mutual Aid Track*

Mark Smith, Barry University, Miami Shores, FL (USA)

This presentation provides participants a way to connect current themes of valuing community, mutual aid, resistance, and inclusivity to group work practice origins that promoted democratic principles, engaged in political advocacy and reform, and focused on civil and human rights. Experiential activities will be selected that support the movement of the group toward collective action and democratic process.

10:15am – 11:15am Session 7

Room GC 361 Friday, 10:15–11:15

Transition from Prison to Community: A Group Approach

Mutual Aid Track

Brent In, Loyola University Chicago, Chicago, IL (USA)
Thomas Kenemore, Chicago State University, Chicago, IL (USA)
Sr. Hien Nguyen, Loyola University Chicago, Chicago, IL (USA)

In this presentation, a developing group approach for work with individuals returning from prison to their communities is described and illustrated using vignettes. The approach exploits the power of group dynamics and attends to experiential issues shared by individuals who have been incarcerated. The approach offers a potential effective and cost-efficient way to facilitate successful reentry and long lasting integration.

Room GC 365 Friday, 10:15–11:15

All Group Work, All The Time: Rainbow Heights Club, A Social Group Work Agency

Mutual Aid Track

Rebecca Hoffman, Rainbow Heights Club, Brooklyn, NY (USA)

At Rainbow Heights Club, a social and advocacy club for transgender, bisexual, lesbian and gay people living with serious mental illness, we build community. With 25 groups a week, we bring group work values to life. In this presentation, you can learn more about programming at the Rainbow Heights Club.

Room GC 369 Friday, 10:15–11:15

Social Workers Utilizing Self-Help Groups: Results from a National Study

Research Track

Josey Madison, New York University, New York, NY (USA)

This presentation will discuss findings from the *Social Workers' Self-Reported Wellness* survey in which 6,112 licensed social workers responded. The focus will be on the rates social workers have problems with substance abuse and use self-help groups for treatment. Other findings presented will include how respondents identified treatment as affecting their work as social workers. Implications for practitioners, supervisors, and researchers will be discussed.

Strengthening Psychological Self-Sufficiency in Workforce Development via Group Work Practices and Principles

Philip Young P. Hong, Loyola University of Chicago, Chicago, IL (USA)
Shirley R. Simon, Loyola University Chicago, Chicago, IL (USA)

Transforming Impossible into Possible (TIP) is an evidence-informed workforce development model that empowers participants to strengthen psychological self-sufficiency (PSS) by way of holistically engaging in supportive reflection and action processes in group settings. This presentation describes the model, explains its unique perspective, delineates the group work practices and principles that underlie the model, and shares examples of the application of the model with the low-income job seekers.

Room GC 374 Friday, 10:15–11:15

Team-Based Learning: A Classroom Approach for Teaching Group Skills

Training Track

Kristina Lind, Plymouth State University, Plymouth, NH (USA)

Team-Based Learning (TBL) is a teaching pedagogy that relies on small group work. While its use in the hard sciences and engineering is common, its use in social work remains rare. This presentation promotes using a TBL pedagogy as a means of teaching and/or reinforcing group work skills. This presentation will review the TBL model, will offer specific strategies for incorporating group work teaching skills, and will encourage participant brainstorming on other innovative additions.

When the Group Goes Bad: How to Find Civility in an Uncivil World

Training Track

Kathleen Walsh, Millersville University, Millersville, PA (USA)
Jen Clements, Shippensburg University, Carlisle, PA (USA)

This presentation and interactive discussion will include a review practice illustrations and case examples highlighting the increase in incivility in social group work, community practice, academia and society. A review of the literature on academic, and workplace incivility, including the manifestations and implications for human services, and group work practice will be addressed. Risk factors, prevention, and intervention strategies will be discussed.

Room GC 375 Friday, 10:15–11:15

Group Work in Schools: Fostering Supportive Learning Communities for Students to Cope, Thrive, and Grow

Michael Saad, Fairfield Public Schools/Fairfield Warde High School, Private Practice, Fairfield, CT (USA)

Group work in secondary education provides students opportunities for personal and educational benefits. This workshop will illuminate the various opportunities for group work in and out of the classroom. Emphasis will be on pullout groups being formed by in-school support staff. Attendees will be invited to participate in a group exercise in order to experience a structured exercise from start to process/discussion, and thus better understand relevance to students from middle school through high school.

Room GC 379 Friday, 10:15–11:15

Just for Dads: A Groupwork Programme for Fathers

Mutual Aid Track

Hilary Jenkinson, University College Cork, Cork, (Ireland)

This presentation will explore the development and facilitation of *Just for Dads*, an innovative groupwork programme for fathers run in a community family support setting in Ireland. The practice insights and learning gained from our experiences of developing and facilitating *Just for Dads* will be explored, with a particular emphasis on the value of peer support among fathers and the use of a strengths-based approach.

Room GC 383 Friday, 10:15–11:15

Reviving Teens on the Edge: Perilous Scenarios Revealed in Groups

Training Track

Urania Glassman, Yeshiva University Wurzweiler School of Social Work, New York, NY (USA)

This presentation will consider clinical interventions used in groups with high risk adolescents to address trauma related issues. Fragile attachments, reactive behavior, moving forward, and overcoming obstacles will be highlighted. Case illustrations representing real stories of teens in groups will be used to consider interventions.

Room GC 388 Friday, 10:15–11:15

I Feel Normal Here: Groups for Parents of a Child with a Disability

Mutual Aid Track

Jorune Vysniauskyte Rimkiene, Vytautas Magnus University in Kaunas, Kaunas, (Lithuania)
Rasa VejalYTE, Kaunas Center of Youth with Disabilities, Kaunas, (Lithuania)

This presentation will share reflections on the practical implementation of group work with mothers parenting teenagers with developmental disabilities. The group workers will present the positive results of working in parallel with a group of mothers and a group of teenagers.

Sharing the Good News: A Team Approach to Engaging Fathers

Mutual Aid Track

Melvin Alston, New York City, Administration for Children's Services, New York, NY (USA)
Stevan Lynn, Bronx Fatherhood Coalition, New York, NY (USA)
Amy White, Lehman College & NYC, ACS, New York, NY (USA)
Charese Stoves, Hunter School of Social Work & NYC ACS, New York, NY (USA)

This presentation will engage symposium participants in looking at an innovative team/group approach to engaging fathers in the South Bronx, New York. Fathers and paternal figures who were historically disengaged by various public systems were initially engaged in the group work process with an activity entitled "Sharing the Good News." For fathers who are frequently living in the shadows, this approach supported fatherhood bonding, and utilizes a gender specific approach to engagement.

11:30am – 12:30pm Session 8

Room GC 361 Friday, 11:30–12:30

Mapping the Spanish Practice of Social Work with Groups Through Participative Research *Research Track*

Andrés Arias Astray, Complutense University of Madrid, Pozuelo de Alarcón. Madrid, (Spain)
Sagrario Segado Sánchez-Cabezudo, Universidad de Educación a Distancia (UNED), Madrid, (Spain)

We present a 4-year project aiming to draw a map of the social work with group practice in five Spanish regions. We pay special attention to the participative methods we employ to develop our research, opening a discussion and looking for feedback from the participants in this New York Symposium.

Keep Calm and Group Work On: Lesson Learned Teaching Courses Online

Christa Gilliam, West Chester University, West Chester, PA (USA)

Danielle Stokes, The Catholic University of America, Washington, DC (USA)

Supporting students engaged in group work activities can be particularly challenging for instructors teaching courses online. This presentation will examine how group dynamics show up in an online diversity course and give examples of techniques used by the facilitators to create safe and engaging learning spaces.

Room GC 365 Friday, 11:30–12:30

Shifting Contexts: Transforming and Sustaining Professional Identities Using Groupwork

Mary Wilson, School of Applied Social Studies, University College Cork, Cork, (Ireland)

Deirdre Quirke, School of Applied Social Studies, University College Cork, Cork, (Ireland)

The traditional focus of social groupwork education in Ireland has been on meeting service user needs. Consequently, groupwork's role in continuous professional development has been both underrecognised and underutilised. This presentation will explore a model of sustainable professional supervision and peer mentoring which provides an alternative approach for fieldwork instructors and their students.

Room GC 369 Friday, 11:30–12:30

A Conversation Begins: Using Teach-Ins to Dialogue About Race

Training Track

Samuel R. Benbow, Shippensburg University, Shippensburg, PA (USA)

Jen Clements, Shippensburg University, Carlisle, PA (USA)

In response to ongoing racial tensions, acts of intolerance and community concerns, a social work department planned a day-long Teach-in event. All classes for that day were moved to one large central location to have "real" and in-depth conversations in groups about the racial issues both on our campus and in the global community. Participants will engage in a few of the activities to understand the structure and importance of group work in the process.

Room GC 375 Friday, 11:30–12:30

Environmentalism: An International Collaboration

Carolyn Tice, UMBC, Baltimore, MD (USA)

This presentation describes the group work practices involved in the development and piloting of an innovative BSW/MSW course taught synchronously between two Mid-Atlantic universities and Rajagiri College of Social Sciences, Cochin, India. The course content addresses topics associated with environmentalism for social work students interested in international social work. Highlighted throughout the presentation are group work issues of culture, diversity and social justice as seen through the lens of successful international collaborations.

Using Focus Groups in a Reflective Approach in Research About Professional Practices

Research Track

Jean-Martin Deslauriers, Université d'Ottawa, Ottawa, ON (Canada)

Collecting data on the in-depth, personal work experiences of social service and health professionals has proven difficult. There is a tendency in research to uphold a shield of professional integrity rather than share their impatience or their difficulties. The reflective approach, in particular, the critical incident method, make

it easier to address the difficulties encountered in interventions. The use of this formula will be demonstrated by drawing on the presenters' experiences in research.

Room GC 379 Friday, 11:30–12:30

Children who Witness Violence: Coping with the Challenges Through Group Work

Mutual Aid Track

Maxine Lynn, Fordham University, New York, NY (USA)
Danielle Nisivoccia, Consultant, New York, NY (USA)

This presentation will explore the challenges and intense struggles facing children and youth who witness violence. It will focus on the use of group work skills and activity programming to help children cope through increasing relatedness, having corrective emotional experiences, decreasing isolation, and increasing interpersonal skills. A twelve-session mutual aid group will be presented. It will provide didactic and experiential opportunities as well as dialogue with our colleagues to enhance understanding and increase interventions.

Room GC 383 Friday, 11:30–12:30

Engagement in Group Process in Multifamily Psychoeducation Groups for Families Coping with Hepatitis C

David Pollio, University of Alabama at Birmingham, Birmingham, AL (USA)
Elizabeth Whitney Pollio, University of Alabama at Birmingham, Birmingham, AL (USA)

The purpose of this presentation is to examine the effect of group cohesion on individual outcomes in multifamily psychoeducation groups for families with a member with Hepatitis C. Overall, findings were generally positive with greater cohesion associated with a variety of positive outcomes. The findings affirm the importance of cohesion as a group-level factor in predicting individual change.

L'approche de la pédiatrie sociale en communauté : rejoindre les enfants en situation de vulnérabilité grâce à une intervention de proximité multidisciplinaire

Julie Desharnais, Fondation du Dr Julien, Montréal, QC (Canada)
Diego Mena, Centre de Pédiatrie Sociale, Fondation du Dr. Julien, Montréal, QC (Canada)

La pédiatrie sociale en communauté est une approche de proximité intégrée qui unit l'expertise de la médecine, des sciences sociales et du droit. Grâce à une équipe multidisciplinaire, elle rejoint les enfants en situation de vulnérabilité dans le but de détecter et d'éliminer les sources de stress toxique afin de favoriser le développement de leur plein potentiel. L'utilisation de la co-intervention favorise le développement des liens de confiance entre les intervenants, l'enfant et la famille.

Room GC 388 Friday, 11:30–12:30

Group Work with Undocumented Immigrants: Building Resilience & Community in Challenging Times

Mutual Aid Track

Padraic Stanley, Rush University Medical Center, Chicago, IL (USA)

This presentation will focus on how both informal and formal group work can build resilience and strengthen networks for undocumented immigrants, even when faced with the current tumultuous political climate in the US. Participants will learn important competencies necessary for working with this population, then will discuss effective models of group work they can implement in their profession, and learn about available resources.

12:30pm – 1:30pm **Lunch on your own**
1:30pm – 2:30pm **Invitational Sessions**

Charles Garvin Invitational

Global Center 383

Group Work and Social Justice

Presenter: Dr. Charles Garvin

Session Moderator: John Genke

The placement of a striving for social justice and against injustice has become a central feature of recent presentations of the basic principles and methods of social work with groups, including in the recent book (in press) written by the esteemed presenter of this Invitational. Social justice entails a commitment to challenging issues such as: oppression, barriers to a just distribution of goods and services, social structures that injure people, cultural values that demean people, and the absence of cultural humility in the practitioner. This presentation considers these and related issues in depth, particularly those that are not recognized sufficiently or resisted in our current political climate. Group work methods that have been developed will be illustrated.

USC Invitational

Global Center 369

Spark School Based Possibility: Maximize the Milieu

Training Track

Presenter: Stephanie Stolzenbach

Session Moderator: Sari Skolnik

Group work practice with at-risk youth in schools requires us to truly embody meeting our clients where they are at emotionally as well as physically within the course of the school day. Participants will explore some of the current challenges that school-based social workers face when implementing group work interventions. Participants will then imagine what group work could look like by maximizing opportunities that exist within the milieu of our NYC public schools. Participants will hear about what this type of implementation looks like on the ground for P2L (Pathways to Leadership, a non-profit organization that provides school-based mental health services), as case examples are discussed that highlight two middle school groups that were implemented in some of the most challenging environments. Drawing on the tenets of attachment theory, object relations theory, cognitive behavioral therapy, Snyder's hope theory, and positive youth development, participants will learn how P2L has utilized these theoretical frameworks to support increased levels of self-esteem and school connectedness which help to bolster school climate and culture.

Roselle Kurland Invitational

Global Center 361

A Spanish Version of the IASWG Standards-Based Inventory of Foundation

Research Track

Competencies in Social Work with Groups: Use and Interpretation with Group Work Students

Presenters: Andres Astray and Mark Macgowan

Session Moderator: Christine Wilkins

The presenters will discuss a Spanish translation of the IASWG standards-based inventory of foundations competencies in social work with groups designed by Macgowan in 2012. In addition to briefly addressing some of the technical aspects and main psychometric properties of this new version of the inventory (both reliability and factorial structure), the presenters will also address: 1) its appropriateness for use in cultural contexts different from that of Spain; and 2) some examples of how this Spanish version of the inventory can be used to provide feedback and objectively evaluate students on their group work learning and competencies.

2:30 pm – 2:45pm **Coffee Break, sponsored by Wurzweiler School of Social Work**
2:45pm – 3:45pm **Session 9**

Room GC 361 Friday, 02:45–03:45

Group Work in the Field: Youth & Adolescents

Jay Sweifach, Yeshiva University, New York, NY (USA)

This panel discussion highlights vignettes from the field-agency groups of 2nd year group work students at the Wurzweiler School of Social Work. A specific focus is placed on how group work is used to address the clinical and psychosocial issues facing youth and adolescents.

Examining the School Security Climate: Implications for Group Work in Schools *Research Track*

Matthew James Cuellar, Yeshiva University, New York, NY (USA)

School safety is commonly maintained through various practices and strategies that aim to prevent school violence and reduce student misbehavior. This presentation outlines the role group work plays in improving school safety. This presentation uses a nationally representative sample of United States secondary schools to examine the association between school safety practices that utilize group work and incidents of school violence. Implications for social work practice, education, and research are discussed.

Room GC 365 Friday, 02:45–03:45

The Social Work with Groups Theoretical Profile Instrument *Research Track*

Andrés Arias Astray, Complutense University of Madrid, Pozuelo de Alarcón. Madrid, (Spain)

Mark J. Macgowan, Florida International University, Miami, FL (USA)

In this presentation, we present the concept of the "Social Work with Groups Theoretical Test" (SWGTT). We also present some reflections and results of the preliminary works we have performed to develop this instrument.

Structure Seeking in Social Work Group Practice *Training Track*

Mark Cameron, Southern Connecticut State University, New Haven, CT (USA)

Kathy Pjura, Family and Childrens Agency, Norwalk, CT (USA)

This presentation will discuss the use of highly structured group practice approaches and describe theory that suggests that structuring may in part be motivated by the psychological needs of today's social work group practitioners. We will discuss the theories of system justification and interpersonal complementarity, psychological tendencies to reinforce status arrangements and protect the status quo, which may be reinforced by institutional contexts of group practice, and may be disempowering for many social work clients.

Room GC 369 Friday, 02:45–03:45

Teaching Appreciation for Differences using Intergroup Dialogue *Training Track*

Carolyn Gentle-Genitty, Indiana University School of Social Work, Indianapolis, IN (USA)

This session is expected to give educators a tool (intergroup dialogue) to teach appreciation of differences. This session will help educators to: 1) Learn about the 4 stage IGD model; 2) Integrate the 4 stage model into their core courses; 3) Determine formulation of groups; 4) Identify what measure to examine based on campus climate and context; 5) Partnering with faculty and campus; and 6) Evaluate students' pre and post levels on specific concept.

Room GC 375 Friday, 02:45–03:45

PrEP'ing Popular Opinion Leaders: Engaging Black & Latino Young Men Who Engage in Male to Male Contact in HIV Prevention Groups

Nilda Fernandez, UConn Health Center/CT Children's Medical Center, Hartford, CT (USA)

Angel Ruiz, UConn Health Center/CT Children's Medical Center, Hartford, CT (USA)

Consuela Munoz, UConn Health Center/CT Children's Medical Center, Hartford, CT (USA)

This session will describe HIV prevention interventions for engaging black and latino young men who engage in sexual encounters with other men (YMSM) through the implementation of an evidence based intervention and the utilization of treatment as prevention aka Pre-Exposure Prophylaxis (PrEP).

Room GC 379 Friday, 02:45–03:45

Underexplored Aspects of Group Work Education in MSW Programs: Survey Results

Research Track

Shirley R. Simon, Loyola University Chicago, Chicago, IL (USA)

Teresa Kilbane, Loyola University Chicago, Chicago, IL (USA)

Social group work education is engaged in a struggle for survival. The presenters conducted a national study exploring the state of group work education in CSWE accredited programs. This presentation highlights findings regarding underexplored aspects of group work education including institutional characteristics, faculty expertise and research endeavors, online education, and linkages to professional associations. Survey findings on group work trends are utilized as a framework to facilitate discussion of opportunities for group work education advocacy.

Interpersonal Classroom Model: Teaching Students to Communicate Across Lines of Difference

Training Track

Tee R. Tyler, Texas Christian University, Fort Worth, TX (USA)

The Interpersonal Classroom Model is a teaching approach designed for group practice courses. This approach prepares social work students to lead groups with diverse populations and to effectively communicate across lines of difference, i.e. culture, worldview, and identity. Attendees will learn new teaching strategies and methods for measuring student learning outcomes. This presentation includes results from a follow-up survey students completed three months after attending a course taught with the Interpersonal Classroom Model.

Room GC 383 Friday, 02:45–03:45

The Courage to Unveil: Sustaining Conversations in Turbulent Times

Training Track

Linda Lausell Bryant, NYU Silver School of Social Work, NY, NY (USA)

Steve Burghardt, Silberman School of Social Work at Hunter College, NY, NY (USA)

Kalima DeSuze, Columbia University School of Social Work, NY, NY (USA)

Mohan Vinjamuri, Lehman College School of Social Work, Bronx, NY (USA)

This interactive session will engage participants in activities that model tools for starting and sustaining challenging conversations on racism, homophobia, sexism, and other socially charged topics that underlie these turbulent times. The session will offer communication and facilitation strategies for teachers, students, and agency professionals who seek to address these often daunting challenges found in today's society and manifested in places such as classrooms, workplaces and other group spaces.

4:00pm – 5:00pm Session 10

Room GC 361 Friday, 04:00–05:00

Project-Based Learning: Using Small Groups to Strengthen Community Connections

Rebecca Esther Coleman, University of Saint Francis, Fort Wayne, IN (USA)

Lori Westropp, University of Saint Francis, Fort Wayne, IN (USA)

Problem-based learning has emerged as an approach to teaching about multifaceted community-based problems. This presentation provides two case examples of project-based learning in a BSW Program. The two courses using project-based learning are: Social Work with Organizations and Communities and Social Welfare Policy and Social Justice. The presentation describes the creation and implementation of project-based learning. Evaluation of student learning based on outcomes and student perception are shared.

Room GC 365 Friday, 04:00–05:00

A Trauma-Informed Short-Term Group Model: Welcoming and Resourcing Refugees and Asylum Seekers

HangYi Chen, Bellevue/NYU Program for Survivors of Torture, New York, NY (USA)

Nancy Murakami, Bellevue/NYU Program for Survivors of Torture, New York, NY (USA)

The mission of the Bellevue/NYU Program for Survivors of Torture (PSOT) is to assist survivors of torture, war trauma and other human rights abuses to rebuild their lives by restoring health, dignity and self-sufficiency. This session will provide an overview of the 4-session psycho-educational group therapy for survivors of torture and severe violence. Descriptions of the manualized treatment model as well as benefits and challenges of this model will be discussed.

Room GC 369 Friday, 04:00–05:00

The Writing Studio Group: Using a Peer-Led Group to Alleviate Social Work Student Writing Anxieties and Empower Student Voice

Mutual Aid Track

Benjamin Marton, Loyola University Chicago, Chicago, IL (USA)

Julie Key, Loyola University Chicago, Chicago, IL (USA)

Laura Nessler, Loyola University Chicago, Chicago, IL (USA)

This presentation will explore the inception and implementation of a peer-run writing group for MSW students. Presenters will provide information on the writing needs of students and mechanisms by which group work helps students improve their writing competence and confidence. Results from a mixed-methods evaluation of the writing group will be shared, and presenters will demonstrate activities used to facilitate mutual aid during the writing process.

Room GC 375 Friday, 04:00–05:00

Engaging Teen Girls in Groups: Exploring Diversity, Healthy Relationships, and Self-Esteem

Zaza Sakhat, Private Practice, Worcester, MA (USA)

Adolescent girls can be challenging to work with yet also lots of fun! This presentation illustrates the importance of group work with teen girls through an interactive discussion about diversity and self-esteem. Concrete ideas for coordinating and leading a teen girls group in an outpatient setting will also be provided.

Room GC 379 Friday, 04:00–05:00

Staff Support Group For Intensive Care Unit Interdisciplinary Team Members

Mutual Aid Track

Jessica Marshall, NYU Langone Medical Center, New York, NY (USA)

Miriam Gross, NYU Langone Medical Center, New York, NY (USA)

In an ICU setting, providing support to staff of all disciplines is integral to quality patient care. This presentation will address strategies to enhance staff support to promote excellence in patient care and preventing compassion fatigue.

Building a Culturally Responsive and Diverse Group Schedule: An HIV Psychiatric Rehabilitation Day Program as a Case Study

Alexander Ochs, COMHAR, Inc., Philadelphia, PA (USA)

This presentation will illustrate the development of a culturally responsive and recovery-oriented group schedule for a psychiatric rehabilitation day program that serves adults living with HIV and serious mental illness. The importance of staff and client collaboration in the formulation of a group schedule will be addressed. The presenter will provide a brief overview of the recovery model in conjunction with the social work strengths perspective and how these theoretical concepts inform group schedule design.

Room GC 383 Friday, 04:00–05:00

The Benefits and Advantages of Mutual Aid Groups for the Latino/a LGBT Survivors of The Pulse Attack

Mutual Aid Track

Olga Molina, University of Central Florida, School of Social Work, Orlando, FL (USA)

This presentation describes a Spanish speaking mutual aid group that took place following the Pulse attack in Orlando, Florida, USA. All the members of the group were survivors of the attack. The group members were Latino/a, lesbian, gay and bisexual, some with children, and most were undocumented. The group worker's role and approach as well as the group dynamics are discussed from a cultural competence perspective.

The Impact of the New Political Climate on Social Work Student's Self-Care

Abbi MacFarlane, Simmons College Graduate School of Social Work, Boston, MA (USA)

This session will utilize perspectives from a peer-led support group for social work students to explore the post-election complexities of integrating self-care practices into their lives. We will discuss the increased prevalence of the election discourse in students' work; a reevaluation of what constitutes self-care; and potential professional dilemmas. This presentation will pay particular attention to how group spaces can be used as a vehicle for self-care.

Poster Session

Rosenthal Pavilion Friday, 6:00-7:00

#BUWalkout: Task Group for Social Action and Racial Justice

Mutual Aid Track

Jasmin Nalim Choi, Boston University, Boston, MA (USA)

This poster examines the group dynamics and mutual aid among multiple stakeholders committed to racial justice. It proposes that a task group provides wider group work lens through clinical and macro practice for direct social action. Furthermore, it demonstrates the strengths and limitations of task group work in community organizing.

International Students: University Social Clubs as a Means of Offering a Sense of Safety and Belonging in this Era of Immigration Reform

Mutual Aid Track

Bonnie Krasuski, Plymouth State University, Plymouth, NH (USA)

Brooke Sweet, Plymouth State University, Plymouth, NH (USA)

Elena Pensa, Plymouth State University, Plymouth, NH (USA)

Kali Arial, Plymouth State University, Plymouth, NH (USA)

Katie Mackle, Plymouth State University, Plymouth, NH (USA)

In light of current Administration's policies on immigration, there is rising concern over the sense of safety and level of permanency for international students attending American universities. This presentation explores the role of formal and informal clubs on campus in providing these students with a sense of belonging, support, and safety. Based on responses, recommendations are made to enhance the potential for clubs to provide necessary mutual aid to its members experiencing policy-related anxieties.

The Value of Using the Stages of Change Model in Field Placement Group Supervision

Maria Zuluaga, Yeshiva University, Bronx, NY (USA)

Prochaska and DiClementes' (1982) Stages of Change is a theoretical framework that could be utilized at any point throughout the change process. Supervisors in Field Instruction could teach this user friendly clinical tool during group supervision with interns. Student interns could use this framework in order to help clients make incremental changes in their life no matter what stage of change they are in. This model could be used during individual and group counseling.

The Social Worker's Role in Stages of Group Development in an Ongoing Group

Nicole Tocci, Adelphi University, Garden City, NY (USA)

Maria Ostermann, Adelphi University, Garden City, NY (USA)

This poster will discuss group dynamics and the stages of development that occur in an ongoing group as compared to a time limited group. The poster presentation will be based upon relational theory and the observations that occur within group work settings.

Lesbian, Bisexual, Gay, Transgender, Queer and Questioning Veteran's Dialectical Behavioral Therapy Group

Mutual Aid Track

Derek Tyus, University of Wisconsin-Milwaukee, Madison, WI (USA)

With the repeal of the U.S military's policy of Don't Ask, Don't tell, LGBT identified service members and veterans are more open in disclosing their sexual orientation. Despite this fact, many veterans struggle to feel safe within and out of the military. This poster describes how Dialectical Behavioral Therapy is used with LGBTQQ identified veterans to reduce vulnerability and enhance interpersonal relationships while building inner strength and self-awareness.

Paternal Depression and Socioeconomic Disadvantage: The Role of Parenting in Association with Childhood Depression in China

Research Track

Yuerong Liu, New York University, New York, NY (USA)

This study, based on the Family Stress Model, using 2014 data from China Family Panel Studies (CFPS), examines the relationship between socioeconomic disadvantage, paternal depression, and child depression in China, as well as the mediation role of paternal parenting. The results show that paternal depression, family socioeconomic disadvantage, and disrupted parenting are all correlated with higher levels of childhood depression; and disrupted parenting is a shared mechanism for these relationships.

The Importance of Peer Support and Psychoeducation For Amputees

Mutual Aid Track

Monique Armstrong, New York University Langone Medical Center, NY, NY (USA)

After attending this session, participants should be able to: 1) Identify the benefits of peer to peer support, education and therapeutic interventions through group work. 2) How to facilitate and share with other social work educators salient strategies to better understand, advocate and assist people to develop skills and build confidence living with amputation. 3) Help amputees gain access to local community based services and information and additional learning opportunities for improving quality of life.

Development of and Satisfaction with a Melanoma Patient and Caregiver Support Group

Research Track

Tanya Lazor, The Hospital for Sick Children, Toronto, ON (Canada)

Melanoma is a very serious form of skin cancer, and is one of the fastest-growing cancers worldwide. The psychosocial impact of a melanoma diagnosis, treatment and survivorship can be substantial. In 2016, the Melanoma Network of Canada implemented a support group program for melanoma patients and caregivers. This research describes the first six months of the program, including group format, participant feedback and satisfaction.

An Assessment of Completion and Recidivism Rates at the AMEND Program

Research Track

Michael Lyman, Shippensburg University of Pennsylvania, Shippensburg, PA (USA)

Gabrielle Trinkle, Shippensburg University, Shippensburg, PA (USA)

Cheyenne Port, Shippensburg University, Shippensburg, PA (USA)

Michelle M. Cousins, Shippensburg University, Shippensburg, PA (USA)

The purpose of this project is to evaluate the effectiveness of the AMEND program, which is a group-based intervention to treat perpetrators of interpersonal violence. The focus of this project was to assess attendance, completion, and recidivism rates of participants in the AMEND program in order to determine the effectiveness of the program.

Defense Against the Dark Arts: Using Harry Potter Themes in Group Work

Brianna Huard, Boston University, Boston, MA (USA)

Rachel Friedman, Boston University, Boston, MA (USA)

This poster will describe "Defense Against the Dark Arts", a process-based group, which uses narratives from Harry Potter as a foundation for adolescents to relate to and explore the challenges in their own lives. The group utilizes therapeutic metaphors and narrative techniques to guide group processing and facilitate change. This poster will: 1) demonstrate the ways in which literature, Harry Potter in particular, can be applied to group therapy with adolescents and, 2) show how the techniques used in this group provide a means of discussion of "darker" topics, such as depression, self-harm and loss.

Utilizing Montessori-based Practical Life Intervention in Long-term Care Group Work with Residents Diagnosed with Dementia

Marion Kendall, Yeshiva University, New York, NY (USA)

This poster will introduce the Montessori Philosophy and provide education about dementia and the impact of activities of daily living. Further, this poster will offer a demonstration of Montessori Practical Life activities and provide linkages to group work theory and practice.

Membership Motivations in Professional Associations—A Qualitative Study

Colleen Steppa, Augsburg College, Minneapolis, MN (USA)

What motivates membership and leadership in professional associations? How can we encourage, recruit, and satisfy the needs of individuals who will grow and thrive in our associations? This qualitative study using targeted focus groups provides a reference for association leadership who wish to strengthen and increase group membership.

Becoming a Great Young Woman and becoming a mentor:” Promising Group Work Practices in Cross-Age Peer Mentoring with Girls

Katelyn Quimet, Boston University, Boston, MA (USA)

This poster seeks to show the promising implications cross-age peer mentoring programs can have for youth development and group work. The poster combines multi-disciplinary research on the subject, with a group work lens on my experience as a group leader. Participants of the poster presentation will have the opportunity to learn about cross-age peer mentoring and its potential group work practices and to ask questions and engage in dialogue on the subject.

The Health Legacy Program: One Woman, One Family, One Community at a Time

Ashleigh Mansker, Rush University Medical Center, Chicago, IL (USA)

Erica Chin, Rush University Medical Center, Chicago, IL (USA)

The Health Legacy Program is a 6 week, 12 session group model for African American women on the south and west sides of Chicago, focused on health education, nutrition, exercise, and emotional wellness, implemented primarily in community faith-based settings. By implementing this group with women, who we refer to as the “health regulators” of their families, the program creates a lasting legacy of good health in low-income African American communities.

Collaboration is the Key: Utilizing Anti-Oppressive Principles and Practices with Community Based Group Interventions

Jayson K. Jones, New York University, New York, NY (USA)

The Family and Food Matters multiple family group program aims to increase access to healthy and nutritious food and strengthen food insecure families. This poster describes the process of collaborating with community members and stakeholders to deliver community based interventions, demonstrate how the anti-oppressive research principles of power-sharing, and collaboration can be utilized to empower participants and stakeholders within groups, and describe best practices and challenges of anti-oppressive research.

A Group Dynamics Approach to Improving Interprofessional Teams

Training Track

Olga Konyakova, Loyola University Chicago, Chicago, IL (USA)

The healthcare field is undergoing many changes, such as implementing inter-professional teams in order to reduce cost and improve services of care. Much of the research focuses on infrastructural changes; however, less research focuses on the dynamics within the team. In order to increase efficiency of the team it is important to create awareness of dynamics within the team. Therefore, this poster will provide a conceptual understanding of inter-professional teams from a group dynamics perspective.

Women Empowerment Through Task Group Work: The Rise of Autonomy in Women from Rural India

Yesenia Roman, Loyola University Chicago, Chicago, IL (USA)

The poster presentation will highlight the social oppression of women in rural India and the rise of autonomy attributed to task group work. Students from a social work program who traveled to India on March of 2016 learned how a task group work in rural India conducted by women promoted autonomy, empowerment, and the development of new skills.

Joan K. Parry Memorial Plenary

Rosenthal Pavilion 7:00-8:00

Social Work in 40 Objects Project

Presenter: Dr. Mark Doel

Session Moderator: Kyle McGee

This presentation will describe the outcomes from Dr. Doel's project, Social Work in 40 Objects, an attempt to evoke a professional identity through Objects rather than text and dry definition. He will introduce some of the Objects in the book and focus on the groupwork elements that powered the project to success. The international flavour of the project (127 people from 24 countries proposed Objects) reflects IASWG's growing internationalism and the global nature of groupwork – but to what extent are Objects 'local' and culturally specific? And what does this project tell us about the power of Objects; might 'Object Work' be used in direct practice with groups? Dr. Doel will explore these and other issues with the help of his friends – some of the IASWG members who joined in this project by proposing their own Objects for the collection. The project has been published as a book, Social Work in 42 Objects (and more), with all profits from sales of the book to benefit street children in Delhi, India, via NGO TARA Children's Centre.



Dr. Doel is Professor Emeritus in the Centre for Health and Social Care Research at Sheffield Hallam University, England, and is a registered social worker with twenty years of social work practice experience with communities, specializing in groupwork; he has published widely, including 21 books, most recently Social Work in 42 Objects (and more) and Rights and Wrongs in Social Work: Ethical and practice dilemmas.

Saturday June 10, 2017

9:00am – 1:00pm **Registration - Kimmel Center 1st Floor Lobby**
9:00am – 10:00am **Session 11**

Room GC 361 Saturday, 09:00–10:00

Integrating Creative Strategies for Facing Change in Field Work

Khalfani Mwamba, UW School of S.W., Seattle, WA (USA)

The interactivity that dialogue journaling can represent is in J.E.D.I. (Journaling Eclecti-Dialogic Inspiration). This can ignite all CSFC integration with field education. While reflection may be the most avoided practice central to group social work skills, it—with student’s learning contracts— holds much promise as preparation for perpetuating student’s purposive praxis, while improving field, liaison and student engagement.

Room GC 365 Saturday, 09:00–10:00

I Know It When I See It: Analysis of Symposium Focus Groups on Mutual Aid

Mutual Aid Track

Barbara Muskat, The Hospital for Sick Children, Toronto, ON (Canada)

Carol S. Cohen, Adelphi University School of Social Work, Garden City, NY (USA)

Charles Garvin, University of Michigan, Ann Arbor, MI (USA)

Mark J. Macgowan, Florida International University, Miami, FL (USA)

William J. Pelech, Faculty of Social Work, University of Calgary, Calgary, AB (Canada)

In this session we will facilitate a discussion of our analysis of focus groups on mutual aid, carried out at last year’s symposium. In those focus group members discussed vignettes from their experiences as group facilitators to illustrate mutual aid. Session participants will be invited to reflect and share their thoughts on the findings, which will guide our future research on mutual aid.

Room GC 369 Saturday, 09:00–10:00

Integrating an Evidence-Based Group Model for Older Adults into Primary Care Settings

Padraic Stanley, Rush University Medical Center, Chicago, IL (USA)

The Chronic Disease Self-Management Program is a six-week, evidence-based group model created by Stanford University to help older adults with chronic conditions better manage their health by focusing on self-management skills. Utilizing an integrated community-medical approach presents unique challenges and benefits for these groups’ recruitment and implementation. This presentation will showcase the results and learnings from a pilot program in which groups were comprised of both self-activated patients and patients referred from primary care providers.

Room GC 375 Saturday, 09:00–10:00

Transition Process of Refugee Women Resettled in the U.S.

Sarah Richards-Desai, University at Buffalo State University of New York, Buffalo, NY (USA)

There is little information in the social work literature to support researchers and practitioners working with refugee women resettled in the U.S. In order to meet the needs of this vulnerable population, social workers must apply concepts of social and cultural capital to develop innovative methods of intervention with groups of refugee women. Using a transnational feminist lens, this presentation emphasizes the inclusion of refugee women in developing interventions and identifying group strengths.

Room GC 383 Saturday, 09:00–10:00

Finding Common Group: Collective Healing in the Workplace

Christiana Best-Giacomini, Administration for Children Services, New York, NY (USA)
Candida Brooks-Harrison, Brooklyn College, NYC, NY (USA)

This presentation will engage participants to understand how group work strategies can provide a critical role in supporting the healing process of workforce members impacted by trauma. This collective healing process becomes an aspect of organizational support, particularly significant for workforce members with experiences of their own historical trauma.

10:15am – 11:15am Invitational Sessions

Special Invitational

Global Center 361

Aider des pères ayant des difficultés d'accès à leur enfant à la suite d'une rupture: le groupe comme vecteur de changement (French presentation with English translation provided)

Presenters: Martin Camire and Jean-Martin Deslauriers

Session Moderator: Christine Wilkins

En s'appuyant sur les récits de pères n'ayant pas l'accès à leur enfant, la communication identifiera les défis auxquels ces hommes font face et comment la participation à des rencontres de groupe leur permet d'apporter des changements positifs à leur situation. Les dynamiques d'aide mutuelle seront utilisées afin d'analyser les propos recueillis et d'identifier les éléments qui favorisent le changement tant à l'intérieur qu'à l'extérieur des rencontres groupe.

Helping fathers who have difficulty accessing their child as a result of a break-up: the group as a vehicle for change

This presentation will identify challenges faced by fathers who do not have access to their children and discuss how group work can make positive changes in their lives. Mutual aid dynamics will be utilized to discuss findings and identify factors that led to favorable changes both inside and outside of the group.

Katherine Papell Invitational

Global Center 383

Group Intervention with Immigrants At-Risk of Deportation: A Response to U.S. Government Terror

Presenter: Mauricio Cifuentes

Session Moderator: Sari Skolnik

Compared with other segments of the population, first-generation immigrants tend to experience a higher number of traumatic events throughout their lives, many times starting in early childhood. For those who are undocumented, the practical realities related to their immigration status keeps them immersed in a highly stressful internal and external place. The policies and procedures related to immigration being stated and implemented by the current US federal government are opposed to the fundamental ethical mandate for social

workers to support those who suffer and are more vulnerable. This presentation will offer a model of group intervention for Latino immigrants at risk of being deported from their communities. The presentation provides a comprehensive model of group work originally designed for Latino immigrants that can be replicated with minimal cultural adaptation to other immigrant communities. The clinical group work model has three components: legal information, consumer rights information, and emotional support. It explores topics related to ethics, cultural values, recruitment, setting, number of sessions, partnerships, variances in content, and potential adaptation to different communities. Handouts and role play will be used.

Robert Salmon Invitational

Global Center 369

A Story of Resurrection: The IASWG South Florida Chapter Rises

Presenters: Kris Drumm and Mark Smith

Session Moderator: John Genke

Mutual Aid Track

All too often we neglect to use the foundational principles of group work when leading attempts to build our own agencies and organizations. This presentation describes the organizational experience of the IASWG South Florida Chapter leaders and members when they attempted to build a stronger organization by developing a monthly group for its members that fosters mutual aid, skills sharing, and the impetus for social action, while also adhering to the foundational principles and practices of group work; the IASWG South Florida Chapter has become a vital support network for its members, building solid cohesion, providing peer support and feedback, and initiating planning programs for chapter members that provide information and training as well as vehicles for social change.

11:30am – 12:30pm Session 12

Room GC 361 Saturday, 11:30–12:30

Clinical Supervision Family Therapy Training Group

Training Track

Gillian Liberman, The Hospital for Sick Children, Toronto, ON (Canada)

An interactive presentation on clinical family therapy supervision group. Trainees are asked to put themselves in a vulnerable position of being a therapist in front of the training group. This presentation will share the interventions used to create group safety, group connection, shared interest, how to deliver constructive strength based feedback, deal with conflicts and examine the role of the supervisor on group process.

Room GC 365 Saturday, 11:30–12:30

Groupwork Skills and Practice in Non-Group Professional Settings: Groupworkers as Administrators and Trainers

Training Track

Michael W. Wagner, The Children's Aid Society, Tappan, NY (USA)
Ruth Colon-Wagner, Ruth Colon-Wagner, Tappan, NY (USA)

When groupworkers get promoted in professional settings out of roles that allow them to regularly run groups, the skills and practice knowledge of social work with groups falls into disuse. This presentation will explore how to bring group work skills back to practice in the roles of administrators, supervisors, managers and trainers for the benefit of the professional and their work roles.

The Power of Mentoring: Impact on College Students

Lakisha Johnson, Indiana State University, Terre Haute, IN (USA)

Being a first-generation or first-year college student can be a challenging and isolating transition. Mentoring has been a way to support students and improve the overall collegiate experience. In this presentation, attendees will learn how to create an environment for successful mentoring programs and enhance learning outcomes for students.

Room GC 369 Saturday, 11:30–12:30

Working to Work: Group Work, Worker Cooperatives, and Opportunity

Martie Finkelstein, Baltic St. Outpatient Department, South Beach Psychiatric Center, Brooklyn, NY (USA)

Come hear about the use of social enterprise as a way of addressing client needs. In this presentation, participants will learn about social enterprise and the worker cooperative model. This will be a conversation with members who have been developing a worker cooperative at an outpatient mental health clinic in Brooklyn. Group members will address how the group has impacted them and their individual experiences, and how this fits into changing social and economic contexts.

Room GC 375 Saturday, 11:30–12:30

Enter Player 1: How Games Influence Group Behavior, a Look at Mass Multi-Player Games

Courtney Kidd, New York University, New York, NY (USA)

Game theory and behavior have a common intersection given the influence of gaming and personal identity. This session covers how group behavior is both similar and different in the realm of gaming especially with the increase of MMOs, interactive VR/AR, and online gaming. This session looks at historical and modern games, global communities, gender roles/norms, impact on mental health, and potential impact for clinical providers and what it means for policy. Come and play.

Room GC 383 Saturday, 11:30–12:30

Challenging Fun Deficiency Within Groups

Dr. Nancy-Angel Doetzel, Mount Royal University, Calgary, CA, AB (Canada)

Happiness implies a baseline level of contentment but does not include the amusement, exhilaration, laughter and joy associated with fun. If depression is the illness of our age, fun is the cure. This presentation will address ways to incorporate “fun” into group work, and ways to challenge fun deficiency and boredom within groups. It is hoped participants will engage in some fun activities to inspire them to bring fun into their own work.

What Group is Not a Group? When it is a Class

Hilda Baar-Kooij, member, Steenbergen, (Netherlands)

When thinking of a group, not everyone immediately thinks of a class. In this session, participants will see examples of how group work strategies can be a powerful resource for finding solutions for (cyber) bullying problems in the classroom. The examples show innovative areas of collaboration among social workers and teachers.

12:30pm – 1:00pm Reflection Ceremony
1:00pm – 4:00pm Institute

Social Group Work Practice Institute

Parlor Room, NYU SSW, 1 Washington Square N.

Integrating Science and Art in Social Group Work Practice

Presenter: Dr. Lawrence Shulman, PhD

Introduction: Dana Grossman Leeman

Session Moderator: Christine Wilkins

This session will address integrating science and art in social group work practice, including how to incorporate elements from evidenced-based group work models to enhance our artistry rather than restricting it. Social work has a history of successful group work practice using different orientations such as mutual aid. The emergence of prescriptive evidenced-based practice models, mostly developed by other professions, suggests a false dichotomy between "science" and "art". This presentation, through lecture and discussion, addresses how we can integrate strategies from evidenced-based practice models while maintaining both the core of social group work practice and the unique aspects of the role of social work in our society. *The Institute offers 3 hours of continuing education (3 CEUs), and has a \$70 registration fee.*



Lawrence Shulman, M.S.W., Ed.D is a retired Professor and former Dean at the University at Buffalo School of Social Work. He has been a social work practice educator for over forty years. He maintains a practice, leading at least one social work group each. He has done extensive research on the core helping skills in social work practice, super-vision, and child welfare. Dr. Shulman has been a consultant on direct practice, school social work, family work, group work, supervision, field instruction, classroom teaching, administration, residential treatment and the skills of working with other professionals. He has published numerous articles and monographs on direct practice and is the author or co-editor of seven books.

UPCOMING IASWG EVENTS



July 27 - 30, 2017
George Williams College
Williams Bay, Wisconsin, USA

Back by popular demand, IASWG is again offering Group Work Camp!

Remember the power of going to summer camp as a kid? Camp creates an instant sense of community - something about a lake, towering evergreens and a bonfire brings out the sense of wonder and openness to learning. This feeling of interconnection is not solely reserved for children. As practicing social group workers and learners, we all need to be rejuvenated in our practice.

Group Work Camp is an opportunity for social work students and practitioners to glean knowledge from one another on the importance and efficacy of groups. Participants will be able to select beginning- or advanced-level workshops focused on experiential and interactive learning. Group work is not learned by reading or attending lectures, but rather by doing and reflecting. Group Work Camp is a unique and intergenerational opportunity to build networks, skill-swap and stimulate positive group work practice.

Shippensburg University, a CSWE accredited Social Work Program, has generously offered to sponsor up to 22 Continuing Education Credits for this program. Please check with your state for your own individual licensing requirements.

Shippensburg University, a CSWE accredited Social Work Program, has generously offered to sponsor up to 22 Continuing Education Credits for this program. Please check with your state for individual licensing requirements.

UPCOMING IASWG EVENTS

Camp d'expérimentation en travail social de groupe

2017

7 AU 9 JUILLET

Travailleurs sociaux de groupe actifs
et solidaires

Organisé par le chapitre francophone de l'Association internationale pour le travail social de groupe

Vivre le groupe avec d'autres
travailleurs sociaux, pour
apprendre le groupe et
développer des
compétences



Objectifs

Vivre une formation expérientielle en
travail de groupe.

Partager des connaissances, des
compétences et des expériences en
travail social de groupe.

Créer et élargir un réseau de contacts
provenant de la francophonie.



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SAVE THE DATE!

June 2018

**International Association for
Social Work with Groups**

**40th Annual IASWG
International Symposium**

The Call for Proposals will be available soon!

The International Association for Social Work with Groups invites group work students, practitioners, researchers, faculty, agency administrators, community workers and activists from various professional disciplines to submit proposals for papers, workshops and poster presentations for the 2018 IASWG Symposium.

Proposals will be welcomed in all areas of group work, especially related to multicultural approaches to group work, group work practice in developing countries or underserved communities, community development, activist group work practice, research, and training. Visit the IASWG website to learn more.



HOSPITALITY INFORMATION

Where to Eat Around NYU



- 1. Jane**
American | West Village
100 West Houston Street
- 2. Cuba**
Cuban | Greenwich Village
222 Thompson Street
- 3. Vic's**
Mediterranean | NoHo
31 Great Jones
- 4. Otto Enoteca Pizzeria**
Italian | Greenwich Village
1 Fifth Avenue
- 5. Negril Village**
Caribbean | West Village
70 West 3rd Street
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Spanish | Greenwich
172 Bleecker Street
- 7. Sullivan Bistro**
American | Greenwich Village
169 Sullivan Street
- 8. Favela Cubana**
Cuban | Greenwich Village
543 LaGuardia Pl
- 9. Amity Hall**
Gastro Pub | Greenwich Village
80 West 3rd Street
- 10. The Half Pint**
Gastro Pub | Greenwich Village
76 West 3rd Street

KIMMEL & GLOBAL CENTER AMENITIES		
10TH FLOOR <ul style="list-style-type: none"> •ROSENTHAL PAVILION CONFERENCE ROOM 	9TH FLOOR <ul style="list-style-type: none"> •OPEN LOUNGE •PRIVATE STUDY ROOMS 	8TH FLOOR <ul style="list-style-type: none"> •CENTER FOR MULTICULTURAL EDUCATION & PROGRAMS (CMEP) •STOVALL FAMILY GALLERY •OPEN LOUNGE
7TH FLOOR <ul style="list-style-type: none"> •PROGRAM BOARD •STUDENT SENATORS COUNCIL •FRATERNITY & SORORITY LIFE •PUBLICATION LAB •VENDING MACHINES AND 2 LOUNGES 	6TH FLOOR <ul style="list-style-type: none"> •OFFICE OF THE LESBIAN, GAY, BISEXUAL TRANSGENDER & QUEER (LGBTQ) STUDENT CENTER •KIMMEL OPERATIONS OFFICE •CATERING OFFICE •MUSIC & DANCE PRACTICE ROOMS 	
5TH FLOOR <ul style="list-style-type: none"> •KIMMEL MEDIA SERVICES •COLLOQUIUM ROOM •GRAND HALL •EISNER & LUBIN & ROOMS 405/406 •LOCKERS 	4TH FLOOR <ul style="list-style-type: none"> •CLASSROOMS GLOBAL CENTER 461 - 486 •OFFICE OF GLOBAL SPIRITUAL LIFE •ITS LAPTOP LAB •LOCKERS •ABLUTION ROOMS •SILENT MEDITATION ROOM 	RESTROOMS <ul style="list-style-type: none"> •LOCATED ON EACH FLOOR •GENDER NEUTRAL LOCATED ON FLOORS 2, 3, & 4
3RD FLOOR <ul style="list-style-type: none"> •KIMMEL CENTER MARKETPLACE •CLASSROOMS GLOBAL CENTER 361 - 388 •LOCKERS •OUTSIDE BALCONY & LOUNGE 	2ND FLOOR <ul style="list-style-type: none"> •STUDENT RESOURCE CENTER •CLASSROOMS GLOBAL CENTER 261-288 •PEET'S COFFEE & VENDING MACHINES •LOCKERS & ATM •COMMUTER LOUNGE 	1ST FLOOR <ul style="list-style-type: none"> •LOBBY ENTRANCE •SECURITY GUARD AND FRONT DESK

*NYU Langone salutes the
leadership and members of the*

**International Association
for Social Work with Groups.**

*Thank you for promoting quality
social group work across the globe.*



*The Illinois Chapter of IASWG &
Loyola University Chicago School of Social Work
congratulate our colleague and friend*

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2017 IASWG Honoree



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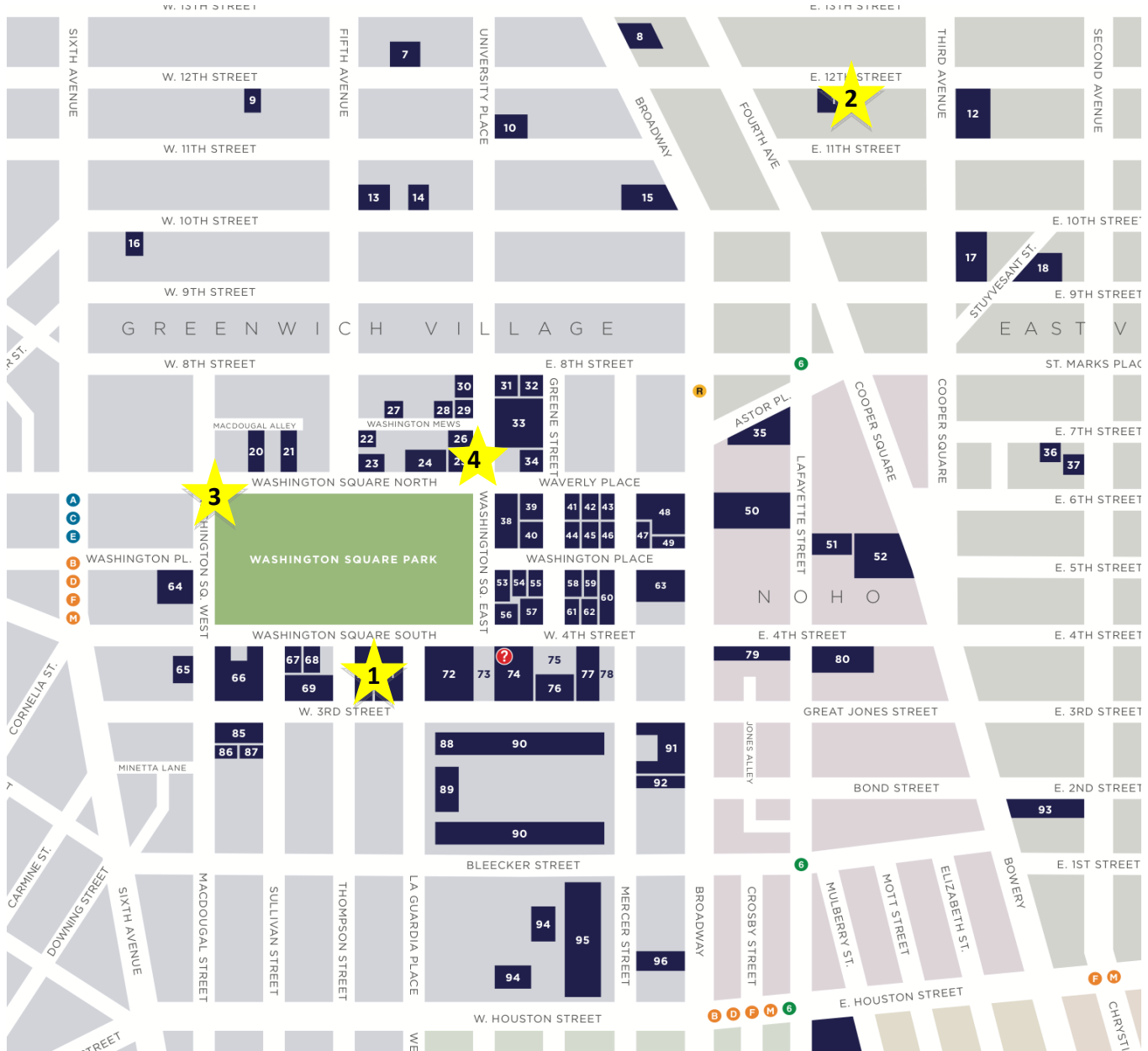
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