

XLI ANNUAL SYMPOSIUM

International Association for Social Work with Groups

GROUP WORK IN COMMUNITIES:

BREAKING DOWN BARRIERS, BUILDING GLOBAL CONNECTIONS

2019 IASWG International Symposium

Co-sponsored by the NYU Silver School of Social Work
June 5-8, 2019, in New York City, New York, USA



NYU

SILVER SCHOOL
OF SOCIAL WORK

IASWG 2019 SYMPOSIUM SCHEDULE AT A GLANCE

WEDNESDAY, JUNE 5

9:00 am – 7:00 pm	Registration
9:30 am – 12:30 pm	Institutes
12:30 pm – 1:30 pm	Lunch on your own
1:30 pm – 4:30 pm	Institute
12:00 pm – 5:00 pm	IASWG Board Meeting
5:00 pm – 8:00 pm	Opening Reception, featuring <i>Sing Harlem Choir</i> Sumner Gill Memorial Plenary & Poster Session I

THURSDAY, JUNE 6

8:45 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 – 2:15 pm	Luncheon, Beulah G. Rothman Memorial Plenary & Poster Session 2
2:45 pm – 3:45 pm	Session 4 – Presentations
4:00 pm – 5:00 pm	Session 5 – Presentations
5:30 pm – 7:00 pm	IASWG Membership Meeting

FRIDAY, JUNE 7

8:45 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 – 12:00 pm	Session 8 – Presentations
12:00 pm – 1:30 pm	Lunch on your own
1:30 pm – 2:30 pm	Invitational Sessions
2:30 pm – 3:00 pm	Coffee Break & Poster Session 3
3:00 pm – 4:00 pm	Session 9 – Presentations
4:15 pm – 4:45 pm	Session 10 – Presentations
6:00 pm – 10:00 pm	Gala Dinner Reception & Joan K. Parry Memorial Plenary

SATURDAY, JUNE 8

8:45 am – 11:00 am	Registration & Coffee
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	Closing Reflection Ceremony

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WELCOME TO NEW YORK AND THE 41st ANNUAL IASWG SYMPOSIUM

It is with great pleasure that we welcome you to the 41st Annual Symposium of the International Association for Social Work with Groups. It is always a true joy to gather with old colleagues and to meet new friends under the banner of something we all cherish – group work! It is enriching to hear from one another formally and informally about the work we are all doing to advance social group work and help build a better world for all.

This year we have chosen the theme: "Group Work in Communities: Breaking Down Barriers, Building Global Connections". With the challenges that surround us globally, there is no better time than now to emphasize the power of group work.

We hope that you will be as inspired as we are by the many presentations, institutes, and invitational sessions this symposium brings to you. We are thrilled to have presenters from around the globe share their wisdom on group work skills, group work with specific populations, research, and more. The symposium participants also come from varying countries further enhancing enriching encounters.

We are excited to host you in the heart of New York City, in historic Washington Square. It is no easy task to coordinate a symposium in this amazing but pricey city, yet once again we have been able to secure affordable meeting space and accommodation.

We want to express our great appreciation to Dean Neil Guterman and the faculty and staff at New York University (NYU) Silver School of Social Work (SSSW) for welcoming us again this year to NYU. Sincere gratitude to Diane Mirabito, SSSW Clinical Professor and Chair, Practice Curriculum Area for serving on the Symposium Planning Committee. Special thanks to Ben Sher and Jenna Adolph of the SSSW Office of Global and Lifelong Learning for their assistance with our event. Additional thanks to Kathryn Leslie of the Residential Life & Housing Services, and to the Kimmel Center team for their help with coordinating room reservations and catering.

We hope you will enjoy the symposium, and that it will provide many opportunities to connect with a wide range of group work practitioners. And that together, we can all reflect on how we can help break down barriers and build global connections.

John Genke, Jahmani Hylton, Alexis Howard, Diane Mirabito, Sari Skolnik
2019 IASWG NYC Symposium Planning Committee

Dana Grossman Leeman and Christine Wilkins
Symposium Committee Co-Chairs



*Share your Symposium experience and photos with us!
Facebook (IASWG) and Instagram (@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 delighted to cosponsor the 41th 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 2019 symposium theme of "Group Work in Communities: Breaking down barriers, building global connections".

Dr. Neil Guterman

Dean and Paulette Goddard Professor, NYU Silver School of Social Work

GREETINGS FROM THE IASWG PRESIDENT



On behalf of the Board of Directors of IASWG, I would like to welcome you to our 41st Annual Symposium. The symposium provides a wonderful opportunity to come together to share practice, research and educational approaches to social work with groups. It is very exciting to welcome our colleagues from around the world for sharing and learning from one another and broadening the international dialogue on social work with groups.

We are greatly appreciative of the support of New York University and their willingness to host the symposium once again. We are particularly grateful to Silver School of Social Work (SSSW) Dean Neil Guterman for his support. As well, we also thank the many NYU staff who have assisted us in the planning and execution of this event (Benjamin R. Sher and Jenna Adolph, Office of Global and Lifelong Learning, New York University, Silver School of Social Work; Fiona Yan and Richard Tom NYU Kimmel Center Operations Office; Milton Sarmiento NYU Top of the Square Catering, and other members of the Kimmel Center team). This year we have been very fortunate to have the sponsorship of New York University Silver School of Social Work and Wurzweiler School of Social Work, Yeshiva University for coffee breaks for attendees. We will think about them with gratitude as we enjoy beverages and treats at our break times.

This year I have been privileged to work alongside a highly dedicated and hard-working Symposium Planning Committee. Committee members include co-chairs, Dana Grossman-Leeman and Christine Wilkins, and committee members Jahmani Hylton, Alexis Howard, John Genke, Diane Mirabito, Sari Skolnik, and Greg Tully. It has been a pleasure to witness great group work in action and throughout the symposium you will all be beneficiaries of the amazing work completed by the committee. I also extend my appreciation to the many IASWG board members, in particular Communications Secretary, Joyce Webster, and Past President, Greg Tully, who also contributed their time to this event. Finally, we could not host this event without the extensive work of Emily Santonocito, who tirelessly puts into place all the details required to make the symposium a success.

You will find that the plenaries, invitational sessions, workshops, and posters represent the theme of this year's event: "Group work in communities: Breaking down barriers, building global connections." As well, the presentations provide a wonderful example of the group work scholarship and creativity of our IASWG members and others devoted to group work and to social justice. I hope you will enjoy all of the formal and fun offerings at this symposium and also find time to solidify existing group work relationships and forge new ones. I hope you enjoy your time at our IASWG symposium and that you will plan to join us again in the future!

Barbara Muskat

President, IASWG

ABOUT THE INTERNATIONAL ASSOCIATION FOR SOCIAL WORK WITH GROUPS



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 publication of selected symposium proceedings. Commissioned projects include: 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.

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.

IASWG Board of Directors

IASWG BOARD OF DIRECTORS

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Ann Bergart.....	<i>Chapter Representative, Illinois</i>
Ginette Berteau.....	<i>Vice President</i>
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Linda Ducca.....	<i>Member-at-large, until 2021</i>
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Poppy Masinga.....	<i>Member-at-large, until 2021</i>
Kyle McGee.....	<i>Chair, Nominations and Election Committee</i>
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Dominique Moyse Steinberg.....	<i>Treasurer</i>
Barbara Muskat.....	<i>President</i>
Anna Nosko.....	<i>Chapter Representative, Toronto</i>
Helene Onserud.....	<i>Member-at-large, until 2020</i>
William Pelech.....	<i>Member-at-large, until 2019; Chapter Representative, Alberta Canada</i>
Reineth Prinsloo.....	<i>Vice President</i>
Mamadou Seck.....	<i>Chapter Representative, Northeast Ohio</i>
Tanja Schmitz-Remberg.....	<i>Co-Chair, Chapter Development Committee</i>
Shirley Simon.....	<i>Member-at-large, until 2020; Co-Chair, Chapter Development Committee</i>
Sari Skolnik.....	<i>Chapter Representative, Long Island, New York</i>
Mark Smith.....	<i>Chapter Representative, Florida</i>
Christine Theuma Wilkins.....	<i>Co-Chair, Symposium Planning Committee</i>
Greg Tully.....	<i>Most Recent Past 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>Communications 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
BARRY UNIVERSITY
BOSTON UNIVERSITY
GEORGE WILLIAMS COLLEGE OF AURORA UNIVERSITY
LOYOLA UNIVERSITY CHICAGO
MOLLOY COLLEGE
MONMOUTH UNIVERSITY
NEW YORK UNIVERSITY
SPRINGFIELD COLLEGE SCHOOL OF SOCIAL WORK
UNION UNIVERSITY
UNIVERSITY OF CALGARY
UNIVERSITY OF CENTRAL FLORIDA
UNIVERSITY OF CONNECTICUT
UNIVERSITY OF SOUTHERN CALIFORNIA
WURZWEILER SCHOOL OF SOCIAL WORK, YESHIVA UNIVERSITY

IASWG Member Countries:

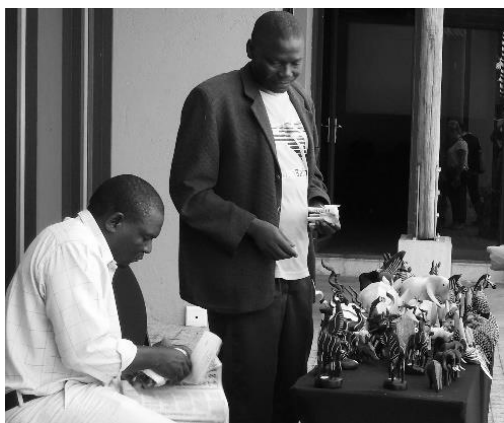
Australia	England	Lebanon	Scotland
Bahamas	Finland	Lithuania	South Africa
Barbados	France	Malaysia	Spain
Belarus	Germany	Namibia	Swaziland
Belgium	Ghana	Netherlands	Trinidad/Tobago
Benin	India	New Zealand	United Kingdom
Canada	Ireland	Norway	USA
Czech Republic	Israel	Pakistan	Virgin Islands
China	Japan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

2019 IASWG Symposium Attendee Countries:

Australia	Germany	Lithuania	South Africa
Canada	Ireland	Netherlands	Uganda
Czech Republic	Israel	New Zealand	United Kingdom
England	Lebanon	Puerto Rico	USA

IASWG SYMPOSIUM SUPPORTS GROUP WORK IN COMMUNITIES

Your registration fee is helping to support the efforts of local organizations near Kruger National Park and Pretoria, South Africa, contributing to both social and economic development. Local groups near the 2018 IASWG Symposium location in Kruger National Park made the lanyards, bags, and wooden birds for this year's symposium attendees.



Birds for Presenters - A group of unemployed men in the Numbi area adjacent to the Kruger National Park started a small enterprise by making items out of wood for tourists to buy on their way to the national park. This provides an income but depends on whether tourists pass the group and have interest. Through IASWG's support, the men were able to sell a number of items at the 2018 IASWG Symposium and they have made small tokens for presenters this year.

Attendee Lanyards - Johanna Masemola, an elderly lady in the Mamelodi township in Pretoria, South Africa, and her daughter make lanyards for an income. The Community Engagement Department of the University of Pretoria has a partnership with them to make and supply lanyards on a regular basis to ensure sustainability.



Special Bags - The bags are made by a group of women in Bushbuckridge in Mpumalanga province. The women are unemployed mothers whose children are beneficiaries from the Sizabantwana organisation (sizabantwana.org). The children get one meal per day at the Child Care Centres. The mothers who make the bags earn money through making the bags and this helps to care for their

children. They were able to open their own bank accounts with the money received from the bags project. They were trained to do the sewing by Rita and Mari Wasserman, members of the IASWG South Africa Chapter, and can now continue independently after receiving donated sewing machines. They are in the process to explore how they can turn the small social enterprise into something more sustainable so that they can manage totally on their own.

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 was 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 was 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 was 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* was 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 was 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 was 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 was 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 was 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* was 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* was 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* was made possible by a generous gift from the family of Anne Kopp Hyman, long-term member of the Association's Illinois Chapter. This symposium track was inaugurated in 2016 at the XXXVIII Annual Symposium in 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, ask for a quick overview of your audience – in particular, their international background and first languages. Remember that many attendees do not use English as their first language.
- 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 opportunities for 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 CONTACT HOURS

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 Contact Hours. Sessions that are eligible for Continuing Education Contact Hours in New York and New Jersey are noted on the handout insert with (CE SESSION) after the title.

Continuing Education Contact Hours will be provided by NYU Silver School of Social Work.

To obtain Continuing Education Contact Hours:

- If you haven't already done so, create a username & password at the NYU Silver CE Online Portal: <https://sswforms.es.its.nyu.edu>
 - Recommended Browsers: Our system works best with Google Chrome or Mozilla Firefox.
 - 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 NYU Silver CE Online Portal, click on "All Events & Programs" tab
 - Web link: <https://sswforms.es.its.nyu.edu/?events=2019-iaswg-nyc-symposium>
 - Scroll down & select the conference under "Conferences and Events" tab
 - Use the Search Box and Select "2019 IASWG NYC Symposium"
 - Click "Register"
 - Fill in the billing information, click register, and pay the \$25.00 CE registration fee. You are encouraged to pay and register for continuing education before the symposium begins.
- 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.

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 21 continuing education contact hours based on the number of sessions attended and documented during the symposium (*with 12 educational sessions, 3 plenaries, 2 invitational sessions, and 3 institute offerings*).

IASWG HONOREE

Each year the IASWG Board of Directors honors an individual (or individuals) whom over their lifetime have made substantial contributions to IASWG and global group work. This year the IASWG Board of Directors is pleased to honor Andrew Malekoff as its 2019 IASWG Honoree.

Andrew Malekoff



Andrew Malekoff, MSW, LCSW, CASAC, is Executive Director and CEO of the North Shore Child and Family Guidance Center in Roslyn Heights, New York. He is a long-time board member of IASWG, as well as the Editor-in-Chief, *Social Work with Groups: A Journal of Community and Clinical Practice*. He is a NY State licensed clinical social worker (LCSW) and credentialed alcoholism and substance abuse counselor (CASAC).

Andy began his work in the human services field in 1974 when he joined VISTA - Volunteers in Service to America. When he left VISTA, he was employed as Drug-Counselor Coordinator by the Mid-Nebraska Community Mental Health Center.

After completing his MSW graduation at Adelphi University School of Social Work in 1977, he went to work at *North Shore Child & Family Guidance Center* and has remained there ever since. Andy has filled a number of roles at the agency, ranging from outreach worker to director of program development to associate executive director. In January 2007, Andy was appointed the role of Executive Director/CEO.

Aside from his day job, Andy has taught at Adelphi and New York Universities and lectured across the United States and Canada. He is a prolific writer, on-line contributor, and outspoken advocate for group work and social justice. In addition to his role as Editor of *Social Work with Groups: A Journal of Community and Clinical Practice*, a position he has filled since 1990, he has produced hundreds of publications, notably the internationally acclaimed *Group Work with Adolescents: Principles and Practice*. Now in its second edition, this critically acclaimed book was designated a main selection of the Behavioral Science Book Club. Andy has received numerous awards, including *Social Work Practitioner of the Year* from the New York State Education Association.

Most importantly, Andy has been a devoted member of IASWG and has made many contributions of his time and expertise. Andy is a long-time board member, has presented multiple times at IASWG Symposia, delivered an invited plenary at the IASWG Symposium in North Carolina, has travelled to many chapters to present workshops and maintains IASWG media accounts. He is notable for his IASWG Facebook posts including a series of poems on social work with groups! Andy gives much thought and attention to all that he does for IASWG. We appreciate his attention to detail, his dedication to social justice and his great sense of humor.

Andy is the ideal candidate for the IASWG Honoree. Not only has he contributed to social group work through practice, education, knowledge transmission, and agency leadership, he has been a dedicated and powerful advocate for social justice throughout his career. He has done this through his words and actions, and has published many editorials, on-line posts, blogs, and poems to advocate for important social justice issues.

Andrew Malekoff richly deserves our recognition for his tireless dedication to social group work and to IASWG. For his tremendous contributions to group work, social justice, and the mission of our organization, the International Board of IASWG is extremely proud to name Andrew Malekoff its 2019 IASWG Honoree.

SYMPOSIUM HONOREES

The Symposium Honorees are chosen by the symposium planning committee to honor those individuals or organizations who have made significant contributions to group work and/or IASWG.

Vy Higginsen



Vy Higginsen is the Executive Director of the Emmy Award-winning *Mama Foundation for the Arts* in Harlem, New York, whose mission is to present, preserve, and promote the history and fundamentals of gospel, jazz, and R&B music for current and future generations. Vy Higginsen's name has been associated with gospel, jazz, and R&B music for years. As one of New York City's premiere radio disc jockeys, she has built a solid reputation for identifying good music and developing a sound that resonates with music lovers. This knack led her and her producing partner, Ken Wydro, to create the legendary musical, *Mama I Want to Sing* in 1983. *Mama* was an international hit and is one of the longest running musicals in the history of American theater.

Many consider the success of *Mama* to be the start of Mama Foundation. However, it wasn't until Vy's own daughter's school cut art programming from the curriculum that she decided to make a change. Inspired by world tours of *Mama I Want to Sing* in Europe, the Caribbean, Japan, and the United States, where the music liberated children on the margins, Vy Higginsen created *Mama Foundation for the Arts* to help re-establish Harlem as an artistic and cultural centerpiece of the world. The Foundation has established a cultural space where youth and adults have access to quality training and employment as performing artists at no cost.

IASWG is delighted to honor Vy Higginsen and to welcome her *Mama Foundation for the Arts* Sing Harlem Choir to the IASWG symposium.

Rita-Flora Kevorkian



Rita-Flora Kevorkian is the Associate Protection Officer at the UN Refugee Agency (UNHCR) in Beirut, Lebanon. Rita-Flora has an educational background in Social Work and Community Development Engineering.

Rita's focus is currently working with persons with specific needs including child protection, and survivors of sexual and gender-based violence (SGBV) survivors in prevention and response programs. Rita has facilitated many groups with Syrian refugees and groups for survivors of violence. She has provided consultancy support to the Caribbean Response Team to build community-based protection programs for Venezuelan refugees in Trinidad and Tobago with a strong emphasis on community mobilization, particularly with and for marginalized groups.

She is multilingual (Arabic, French, English, Armenian and Turkish) and is now learning Spanish.

IASWG is delighted to honor Rita-Flora Kevorkian for her remarkable work with refugees and to welcome her as the *Sumner Gill Memorial Plenary Speaker* at this IASWG Symposium.

SYMPOSIUM PROGRAM

Wednesday June 5, 2019

9:15am – 7:00pm Registration - Kimmel Center 1st Floor Lobby

9:30am – 12:30pm Institutes

Field Instructors' Workshop

Global Center 261

Challenges in Student Supervision

Presenter: Urania (Ronnie) Glassman

The interaction between supervisor and supervisee can generate challenges. Good communication and relational processes are vital for a successful supervisory relationship. 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 contact hours 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. Dr. Glassman has also served as Director of Field Instruction at the Wurzweiler School of Social Work, Yeshiva University.

Practice Institute

Global Center 275

More than Ice Breakers: How to Use Activity in Group Work to Enhance Mutual Aid

Presenters: Jennifer Clements & Kathleen Walsh

Join in this interactive and fun session and fill your facilitation toolbox with group-oriented, experiential techniques to inspire and motivate participants, create a supportive and positive learning environment and facilitate meaningful reflection and group dialogue. Be ready to build on group work theory to better identify key components to improve group functioning that will break down perceived barriers and unconscious bias. Learn strategies to provide high-quality experiential education for diverse groups, help learners make connections between their educational experiences and real-life situations to take responsibility for their learning and development and strengthen skills that will enhance group functioning, maximize outcomes and reduce barriers. *The Institute offers 3 hours of continuing education contact hours & has a \$30 registration fee.*



Jennifer (Jen) Clements, LCSW is a Professor of Social Work at Shippensburg University and a licensed clinical social worker in the state of Pennsylvania with over 20 years of practice experience working with children and families. 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. A strong advocate for creative arts, she has incorporated art, poetry and theater into her practice.



Kathleen (Kat) Walsh, MSW, PhD, LCSW is an associate professor and BSW program coordinator at Millersville University where she has taught since 2007. Her enthusiasm for social work has been demonstrated in her work in public child welfare, as a community organizer, and as director of several community-based programs in predominantly urban areas. Whether it's the academic classroom, or teaching an aerobics class, Kat thrives on the opportunity to connect with people and share her drive to fight for the greater good.

12:00pm – 5:00pm IASWG Board Meeting – Global Center 275
12:30pm – 1:30pm Lunch on your own
1:30pm – 4:30pm Institute

Mutual Aid Institute

Global Center 261

Building Mutual Aid in Groups with Vulnerable and Resilient Populations

Presenter: Alex Gitterman

Session Moderator: Cynthia Martiny

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. These concepts will be applied to various types of groups (curriculum, task, social, problem-solving, etc.). *The Institute offers 3 hours of continuing education contact hours and has a \$50 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.

5:00pm – 8:00pm **Kimmel Center 10th Floor, Rosenthal Pavilion**
Poster Session 1 (5:15pm to 5:45pm)
Opening Reception, featuring the *Sing Harlem Choir* (5:45pm to 6:45pm)
Sumner Gill Memorial Plenary (6:45pm to 7:45pm)

Sumner Gill Memorial Plenary

Kimmel Center 10th floor, Rosenthal Pavilion

Solidarity behind the Scenes: Experiences with Support Groups in Lebanon

Presenter: Rita-Flora Kevorkian

Respondent: Ginette Berteau

Session Moderator: Christine Wilkins

In Lebanon, the dispersion of more than one million refugees has necessitated the establishment of community support groups. These groups act as essential structures of protection to promote the progressive empowerment of refugees by enabling them to find solutions from within and among themselves. In response to the Syrian crisis, over 150 groups were created, between 2017 and 2018, comprised of refugees from diverse backgrounds and cultures. The United Nations and its partners play a vital role in guiding these groups and coordinating initiatives with other local organizations and NGOs. This presentation will describe the process, benefits and challenges of designing groups for diverse refugees in Lebanon, especially highlighting various population groups and modalities of care.

Rita-Flora Kevorkian's bio can be found on page 14 under Symposium Honorees.

Thursday June 6, 2019

8:45am – 5:00pm Registration – Kimmel Center 1st Floor Lobby

9:00am – 10:00am Session 1

ROOM GC 261 Thursday, 9:00–10:00

Bravely Engaging: Breaking Down Barriers

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

What does it mean to be brave in our current social and political climates? How does one practice bravery? How does this connect with group work? This presentation will explore what role bravely engaging, even with those we consider enemies, has in group work to break down barriers. In a world that feels progressively polarizing, we will demonstrate the power of brave engagement as a way to move away from viewing the world in dichotomies.

ROOM GC 269 Thursday, 9:00–10:00

TRAINING TRACK

Leading Interprofessional Task Groups to Advance Institutional or Structural Change

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

This presentation will discuss how social workers can lead interprofessional task groups to promote institutional and structural change, breaking down silos necessary to create large scale change in quality and ethics. The presenter will share his experience establishing an interprofessional task group to advance immigrant health at a large healthcare institution, providing a guide for others to form similar task groups. Social work skills for recruitment, retention, collaborative goal-setting, and meetings will be discussed.

ROOM GC 275 Thursday, 9:00–10:00

DBT-informed Treatment for Asian-American Immigrants: Recognizing Cultural and Acculturation Factors that Inhibit Change

Elaine Ho, NYC H+H/Gouverneur, New York, NY (USA)
Dustin Chien, NYC H+H/Gouverneur, New York, NY (USA)

Cultural practices such as filial piety, indirect communication, and self-restraint fundamentally impact the emotional expression, socialization, and coping strategies of Asian immigrants and their children. When these cultural practices manifest as suppression and somatization, they can adversely reinforce feelings of inferiority and powerlessness within a Western cultural context. Dialectical Behavior Therapy offers a framework of acceptance and change strategies that can reframe emotional suffering by recognizing how immigration and acculturation intersect with mental health.

If I know Me and I Know You and You Know Me, We Can Break Down Barriers: Teaching Sensitivity to Diversity

Reineth (CE) Prinsloo, University of Pretoria, Pretoria (South Africa)

Hilda Baar-Kooij, Member, Steenbergen (Netherlands) Session

Moderator: Diane Mirabito

No two people are the same, which brings opportunities and challenges. Multicultural and social justice competence is important and deliberate initiatives can break down barriers. Through confrontational and planned provocation, respect and honor may develop. This session will discuss the implementation of educational sessions with young adults and children to confront diversity issues by creating opportunities to learn about themselves and about others.

Group Leader vs. Group Facilitator: The Effects of Role Conceptualizations on Student Practice Learning

Kathy Pjura, Southern Connecticut State University, New Haven, CT (USA)

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

This presentation will discuss a mixed method study of graduate social work students and their work in an experiential group work course in which students assumed role-based behaviors rather than practicing the theoretical approaches that were suggested as part of the class curriculum, evidenced by their final video assignments. The need to address the power and resistance to change of students' pre-existing role understandings in group practice education will be discussed.

Learning Group Theory and Practice: Taught or Caught?

Lloyd Lyter, East Stroudsburg University, East Stroudsburg, PA (USA)

Marina Meyers, East Stroudsburg University, East Stroudsburg, PA (USA)

Myesha Molitorisz, East Stroudsburg University, East Stroudsburg, PA (USA)

Is group theory and practice taught or caught? An instructor and two students describe the process utilized in an undergraduate social work with groups class to present theory, while simultaneously having it modeled by the instructor. Students apply their learning by co-facilitating sessions for the class. Results from pre- and post-surveys share the implications to students' learning, confidence, and leadership expectations.

Providers' Perspectives of Barriers and Facilitators to Implementing an Evidence-Based Intervention for Children with Behavioral Difficulties

Emily Hamovitch, The McSilver Institute for Poverty, Policy, and Research, New York, NY (USA)

Despite the fact that disruptive behavior disorders (DBDs) are common among youth, few children with DBDs have access to behavior parent training programs. This presentation will examine providers' perspectives of facilitators and barriers to implementing evidence-based practices, specifically, a multiple family group intervention for children with disruptive behavior, and their caregivers. The PARIHS framework will be drawn upon to demonstrate a way in which research can be implemented into practice.

Addressing Adolescent Violence in Families: Removing Barriers and Building Bridges

Jeannette Stott, Relationships Australia SA, Adelaide (Australia)

Families affected by adolescent violence face social disadvantages, poverty and stigma. This presentation will share theories, practices, and partnerships utilized in South Australia to address forms of violence that adolescents use to interact with family members to increase safety. Learn strategies to be better prepared to maintain work partnerships across organisations and disciplines in the delivery of therapeutic groups coupled with tools to tackle action research across borders and disciplines.

ROOM GC 383 Thursday, 9:00–10:00

Eliminating Rural Exodus in Various Villages: A Meta-analysis

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

This presentation explores strategies that villagers simultaneously develop to fight forces that aim at tearing down their social, communal and physical environment thus pushing them to leave their rural communities. In this meta-analysis of seven case-studies, practices that foster villagers' participation in activism aimed at eradicating or impeding rural exodus will be shared. The effectiveness of these strategies developed to reach residents' goals will also be discussed.

How the 1960s War on Poverty Project Utilized Group Work and Community Organization to Empower Poor Families

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

Project ENABLE was a 1960s project implemented to strengthen poor Mexican-origin Hispanics living in a large metropolitan city. The presenter will describe his role working in consort with indigenous case aides who recruited group participants. Although historically dated, the use of family life education in combination with community organization are still relevant to empowering poor families today.

ROOM GC 388 Thursday, 9:00–10:00

Circle Up! Reshaping White Narratives to Break Down Racially Charged Barriers

Susan Wysor Nguema, West Chester University, Philadelphia, PA (USA)

This session will introduce participants to the use of circles as a tool to help white-identifying individuals process their experience and knowledge of whiteness and reshape their white narrative as preparation for larger institutional work around racism and injustice.

Addressing Issues of Privilege within the Therapeutic Group Context

Tom Undine, Loyola University Chicago and Private Practice, Chicago, IL (USA)

Issues of privilege can often be latent, implicit, and unexplored within therapy groups. Facilitators can struggle to navigate discussions of privilege as they arise within group sessions. In this presentation, attention will be given to understanding privilege and bias within the facilitator as well as within group participants. Examples will be used to illustrate effective ways understand ones' own biases and facilitate groups in a way the helps foster empowerment and mutual aid.

ROOM GC 261 Thursday, 10:15–11:15

TRAINING TRACK

When It Gets Real - Part A: Navigating Challenging Moments in Groups Using a Video Simulation

Sera Godfrey-Kaplan, Private Practice & IASWG MA, Boston, MA (USA)
Adam Glick, Private Practice & IASWG MA, Boston, MA (USA)
Tfawa Haynes, IASWG MA, Boston, MA (USA)

This is part one of two workshops presented by the IASWG-MA chapter board in which we discuss our experience developing and filming a video learning tool to assist group work learners, practitioners, and educators. In this section, we will discuss the content of the video, including analysis of the challenging group work moments portrayed in the video and a discussion about how group workers can feel more confident managing these moments.

ROOM GC 269 Thursday, 10:15–11:15

TRAINING TRACK

New Resource for Group Work Education: The Compilation Volume of Selected Chapters and Updates from the 2003-2012 IASWG Symposia Proceedings

Carol Cohen, Adelphi University School of Social Work, Garden City, NY (USA)
Mark Macgowan, Florida International University, Miami, FL (USA)

Join us for the launch of the new publication, *Group work and social work education: Classroom and curriculum*, a collection of highly useful republished papers and updates, selected to enhance and expand group work education in social work and allied fields.

ROOM GC 275 Thursday, 10:15–11:15

Encuentro CuidarNOS: Uso del arte y la intervención grupal luego del Huracán María en Puerto Rico

Elithet Silva-Martínez, Universidad de Puerto Rico, San Juan, PR (USA)
Jenice Vazquez, Universidad de Puerto Rico, San Juan, PR (USA)
Heriberto Ramirez, Universidad de Puerto Rico, San Juan, PR (USA)
Session Moderator: Olga Molina

El Encuentro CuidarNOS, busca trabajar con el cuidado individual y en colectiva para proveedores/as de servicios en contextos comunitarios. Al incorporar un experto en teatro y docentes de trabajo social, utilizamos el arte y la técnica de intervención grupal para diseñar un taller interactivo que aborda el trauma primario y vicario, que incluye discusiones sobre el procesamiento del trauma y la resistencia colectiva luego del paso del Huracán María en Puerto Rico.

ROOM GC 365 Thursday, 10:15–11:15

Advocacy Across Global Borders

Carolyn Tice, University of Maryland - Baltimore County, Baltimore, MD (USA)

This presentation highlights national and international advocacy related to a practice and policy model comprised of four components: political environments, environmental factors, social justice and human needs and rights. Active learning exercises apply the model to demonstrate the role and centrality of advocacy across national and global borders.

All People Have Challenges, Let's Work Together

Gwenelle O'Neal, West Chester University, West Chester, PA (USA)

This presentation emphasizes the potential use of group work to dismantle barriers of existing service entities by using advocacy, education, and community development strategies. This group conversation explores the benefits of sharing information and creating community education events to improve well-being. Integrating theoretical foundations of systemic thinking, contextual fluidity and social exchange, social work leadership will be better equipped to pursue collaborative partnerships with community-based groups for social, environmental, and economic justice.

ROOM GC 369 Thursday, 10:15–11:15

RESEARCH TRACK

Research Groups Promoting Activism: Two Examples, One Mission

Susan Mason, Yeshiva University, Wurzweiler School of Social Work, New York, NY (USA)

Non-traditional groups are everywhere, if we look for them, promoting changes in a variety of contexts. Can we train our students to encourage groups and group work beyond the agency? This session focusing on the relationship between research groups and the formulation of social work values-related activism, this presentation will provide examples of, and reflections about, the natural group formation that begins with research projects and evolves into activism.

Interdisciplinary Research Teams through a Group Work Lens

Maria Gandarilla Ocampo, Washington University in St. Louis, University City, MO (USA)

Monica Villarruel, Washington University in St. Louis, University City, MO (USA)

During the presentation, the presenters, who are members of interdisciplinary research teams, will use their experiences to inform a discussion of the application of group work framework and skills to interdisciplinary research. Participants will be invited to share their experiences and provide feedback on how group work concepts can inform interdisciplinary research teamwork and potential barriers to this application.

ROOM GC 379 Thursday, 10:15–11:15

Reports from the Frontline: Clinical Supervision as Groupwork for Trauma Workers

Nancy Beckerman, Yeshiva University, Wurzweiler School of Social Work, New York, NY (USA)

This presentation will provide an overview of a closed 12 session clinical supervision group. The mutual aid group was multi-purpose: to supervise, train, identify, prevent and care for secondary traumatic stress in domestic violence workers. Themes common in domestic violence shelter work are identified, as are practice principles, and essential skills for mutual aid group facilitation within clinical supervision.

Storiez: Trauma Narratives in Group Contexts

Meagan Corrado, Bryn Mawr College, Bryn Mawr, PA (USA)

Storiez guides therapists through the process of helping traumatized youth create, voice, and honor their narratives. Participants in this presentation will learn the nine steps in the Storiez intervention. They will also learn ways to provide culturally sensitive, client-centered, strengths-based trauma treatment to youth within the context of group treatment.

The Impact of Participatory Group Work in After School Programs in Chicago, IL, USA

Kevin Miller, University of Chicago, Chicago, IL (USA)

Katherine Tyson McCrea, Loyola University Chicago, Chicago, IL (USA)

Deanna Guthrie, University of Wisconsin Whitewater, Whitewater, WI (USA)

Youth in high-poverty, high-crime communities already suffer from inadequate educational and social services and lack adequate health and mental health care, so after school programming youth find irrelevant compounds their disadvantage. Based on 13 years of using participatory methods that consistently resulted in over 90% youth engagement, this presentation explores how after school programs can utilize participatory group work to engage youth, build positive social networks, and prevent violence in high-crime, high-poverty communities of color.

One “Size” Does Not Fit All: The Need for Diversity in Providing Empowering Psychoeducational and Attachment Focused Groupwork to Sexually Exploited and At-Risk Children in the NYC Child Welfare System

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

Belinda Texeira, NYC Administration for Children's Services, New York, NY (USA)

Theresa Lloyd, NYC Administration for Children's Services, New York, NY (USA)

Shereene McDermott-Green, NYC Administration for Children's Services, New York, NY (USA)

Latesha White, NYC Administration for Children's Services, New York, NY (USA)

This presentation provides an overview of the variety of group work models used by the Administration for Children's Services' Office of Child Trafficking Prevention and Policy in New York City to help trafficked and at-risk children facilitate positive change through trauma informed awareness development, peer support, safety recognition and self-esteem and self-efficacy growth. Attendees will participate in a module extract to personally experience the empowerment that these group work models have provided to vulnerable youth.

ROOM GC 261 Thursday, 11:30–12:30

TRAINING TRACK

When It Gets Real - Part B: Our Experience Developing an Educational Video to Address Gaps in Group Work Resources

Sera Godfrey-Kaplan, Private Practice & IASWG MA, Boston, MA (USA)

Adam Glick, Private Practice & IASWG MA, Boston, MA (USA)

Tfawa Haynes, IASWG MA, Boston, MA (USA)

This is part two of two workshops presented by the IASWG-MA chapter board where we discuss our process developing and filming a video learning tool to assist group work learners, practitioners, and educators. We will also explain how we as social work educators can inspire others to create more resources for the field--in effect, teaching others to teach, not just to practice, and how such activities can assist in fundraising to help sustain board activities.

ROOM GC 269 Thursday, 11:30–12:30

Bucking the Trend: Developing an MSW Group Work Sub-specialization (Minor)

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

The number of MSW group work concentrations/specializations has drastically declined since the 1970s. This presentation describes the historical, structural, and interpersonal elements facilitating the 2018 implementation of a group work sub-specialization (minor). It addresses the building of constituency support, linkage with IASWG, development of supportive literature, and the content of courses. Attendees learn practical strategies and activities that can be implemented in their home institutions, with the goal of enhancing group work offerings.

ROOM GC 275 Thursday, 11:30–12:30

Throw Them into the Deep End of the Pool: Supervision and Process Recordings for BSW Students

Lois A. Carey, Molloy College, Rockville Centre, NY (USA)

Maureen Carey, Molloy College, Rockville Centre, NY (USA)

Emily Cotrone, Molloy College, Rockville Centre, NY (USA)

Afsha Malik, Molloy College, Rockville Centre, NY (USA)

Amanda Milazzo, Molloy College, Rockville Centre, NY (USA)

This interactive workshop is presented by BSW-level students and their faculty supervisor. The supervising faculty will provide overview of the innovative use of electronic supervision using process recordings. The students will present and discuss their first-time internship experiences as group work facilitators, its challenges and successes. Attendees will gain innovative ideas in fostering a successful group work learning process, use of process recordings and electronic communication to provide supervision for group work training.

ROOM GC 369 Thursday, 11:30–12:30

Preventative Law Initiative: Using Psychoeducational Group Work to Prevent Negative Involvement in the Legal System

Chlece Neal, Chicago Advocate Legal, Chicago, IL (USA)
Brian Gilbert, Chicago Advocate Legal, Chicago, IL (USA)

The court system is not designed to effectively and compassionately help families resolve crises and is ill-equipped to compensate for the shortage of beneficial social services. The Preventative Law Initiative seeks to increase inter/intra-personal skills required to prevent common disputes. Presentation attendees will engage in an interactive role-playing simulation to teach problem-solving and conflict management skills that can address typical family disputes that often lead to legal problems.

ROOM GC 379 Thursday, 11:30–12:30

MUTUAL AID TRACK

Shaping Global Leaders to Build Connections through Mutual Aid Processes

Rebecca Esther Coleman, Southeastern University, Lakeland, FL (USA)

This presentation presents a leadership model based on mutual aid processes with an integrative skill-set from a solution-focused approach and situational, collaborative leadership models. The interactive session provides opportunities to discuss a practical application to developing global leaders who build relationships, heal wounds, and seek solutions through mutual aid processes. Social workers who value the power of group are well-equipped to become these global leaders.

Practicing Alliance: Building Equity Ally Skills Across Difference in Group

Terry Gardiner, University of Toronto, Toronto, ON (Canada)
Shelley Craig, University of Toronto, Toronto, ON (Canada)

Allyship is the building of connection and bonds of support across difference. Few approaches in social work education focus on the identification, development, and strengthening of skills required for such engagement. This presentation will review components of the Practicing Alliance Model for social work education, offer an opportunity to engage with activities, and invite extension and application to other group environments to promote allyship.

ROOM GC 383 Thursday, 11:30–12:30

MUTUAL AID TRACK

Mutual-Aid Groups for Grieving Parents

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

When the death of an infant occurs, it is important to understand the trauma that is experienced by the parents. Group workers are important partners in assisting grieving parents. This presentation provides an understanding of the importance of social support for mothers and fathers, offers suggestions on developing a holistic approach to assisting grieving parents, and suggests types of mutual-aid groups that offer both social support and healing.

Strength in Cultural Differences: Lessons Learned from Group Co-Facilitation in a Refugee Camp

Nancy Murakami, NYU Silver School of Social Work, New York, NY (USA)
Betsy Miles, Columbia University, New York, NY (USA)
Charity Musiimenta, Friends of Kisoro, Nyakabande (Uganda)

This session presents lessons learned by a Ugandan social worker and two American social workers who collaborated in the development and implementation of the Psycho-Social Support Group for Refugee Transit Camps, a manualized intervention for acutely displaced refugees in Uganda. Presenters will dialogue and invite questions about cross-cultural co-facilitation of groups in a setting of acute trauma and displacement. Cross-cultural experiences will be presented through the lenses of human rights, trauma, and safety.

ROOM GC 388

Thursday, 11:30–12:30

RESEARCH TRACK

Recovery from White Conditioning Groups

Cristina Combs, Cristina Combs LLC, White Bear Lake, MN (USA)

The Model of Recovery from White Conditioning was created in 2014. Thanks in part to an IASWG SPARC grant, seven recovery groups now operate in Minnesota, USA. Join us to learn the model and examine ways in which white supremacist ideology lives in us and around us, whether we've invited it in willfully or not. Join us as we move toward the fullest version of humanity by fighting against and recovering from white conditioning.

12:30pm – 2:15pm

Kimmel Center 10th Floor, Rosenthal Pavilion

Luncheon & Poster Session 2 (12:30pm to 1:00pm)

Beulah G. Rothman Memorial Plenary (1:00pm to 2:10pm)

Beulah G. Rothman Memorial Plenary

Kimmel Center 10th Floor, Rosenthal Pavilion

Recognizing and Interrupting Marginalization in Community Group Work Practice

Presenters: Samuel R. Benbow & Kyle M. McGee

Over the past several years, there has been an increase in acts of violence, hate and intolerance globally towards individuals, families and communities of color. In this respect, the need for group facilitators to examine their own power and privilege cannot be understated. This experiential-based plenary is designed to examine the power of privilege in creating barriers, which marginalize and disenfranchise race, ethnic and income-based minority groups. Participants will engage in small group activity where preassigned social roles will be critically examined which affect the social as well as emotional health of the group. The activity will conclude with an exercise, which emphasizes the value and importance of breaking down barriers through building global connections.



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.

ROOM GC 261 Thursday, 2:45–3:45

RESEARCH TRACK

Reaching Out to Underserved, Rural Communities with Co-facilitative Poetry Therapy Groups

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

This presentation will introduce how a co-facilitative poetry therapy group curriculum is used to train rural therapists and poets to facilitate groups with the neediest populations in their own communities. Additional information will include a report on other related areas included in the IASWG SPARC grant previously awarded to the presenters, including challenges experienced in implementation, areas of success, and other lessons learned.

ROOM GC 269 Thursday, 2:45–3:45

Art Expression Groups with Women Aging in Prison: An Emotional Escape

Anne Katz, USC Suzanne Dworak-Peck School of Social Work, Los Angeles, CA (USA)

There are major challenges for providing therapy in prison, art expression groups allow a means of expression in a non-therapeutic environment. This session will provide an overview of the issues of women 55 and over aging in prison and results of a six-week pilot art expression group for these inmates. Tools will be shared on strategies to create your own art expression group with a vulnerable population.

ROOM GC 275 Thursday, 2:45–3:45

TRAINING TRACK

Ethical Challenges in Group Work Practice Today

Kristina Lind, Plymouth State University, Plymouth, NH (USA)
Mary Banach, University of New Hampshire, Durham, NH (USA)

This presentation on the ethical challenges group workers face is geared toward the beginning group facilitator. Topics covered include working with mandated group members, the issues of confidentiality and dual relationships in both face-to-face and online groups, and the challenges of cultural awareness in group work.

ROOM GC 288 Thursday, 2:45–3:45

Are Autistics Hiding in your Practice? Understanding the Implications of Under-Diagnosis, Misdiagnosis and Missed Diagnosis in Community-based Practices

Dena Gassner, Adelphi University, Garden City, NY (USA)
Session Moderator: John Genke

Our profession tends to believe that autism is a condition that happens in some silo. Research, however, supports that if you serve persons who experience homelessness, gender diversity, domestic abuse, addiction, eating disorders, mental health and more, you could be serving a person needing a diagnosis of

autism. This presentation will use theory, research, and healthcare disparity cases to argue the need for enhanced training, understanding, and practice for working with people with autism.

ROOM GC 365 Thursday, 2:45–3:45

Using Groups to Reduce Shame and Elicit Hope for Adolescents Who Have Sexually Harmed

Rachael Pascoe, University of Toronto, Toronto, ON (Canada)

This presentation will discuss a Canadian community group therapy program for adolescents who have sexually harmed and their caregivers. The theory and treatment of adolescents who have sexually harmed will be presented with particular emphasis on family repair through group therapy. Practice wisdom and research will be shared to provide recommendations for the treatment of adolescents who have sexually harmed and the facilitation of group discussion topics such as toxic masculinity, hope, and responsibility-taking.

ROOM GC 369 Thursday, 2:45–3:15

MUTUAL AID TRACK

The Utilization of Online Technology to Expand Trauma-informed Peer Support for Social Work Educators

Donna Wampole, University of Southern Maine, Portland, ME (USA)

Brie Radis, West Chester University, West Chester, PA (USA)

Amy Page, University of Pennsylvania, Philadelphia, PA (USA)

Melanie Masin-Moyer, University of Pennsylvania, Philadelphia, PA (USA)

The use of online technology can connect educators from multiple institutions for the purpose of attachment, support, and enhancing trauma-informed classroom skills. This interactive session will discuss the benefits of participation in an online peer-support group for social work educators. Attendees will learn the elements required for setting up their own group and will have an opportunity to witness and discuss the use of such technology.

ROOM GC 379 Thursday, 2:45–3:45

TRAINING TRACK

Got Group? Connecting Group Work Theory to the Realities of Contemporary Practice

Sari Skolnik, Yeshiva University, Wurzweiler School of Social Work, New York, NY (USA)

Sarah Beeks, Yeshiva University, Wurzweiler School of Social Work, New York, NY (USA)

Zachary Johnson, Yeshiva University, Wurzweiler School of Social Work, New York, NY (USA)

Desmy Williams, Yeshiva University, Wurzweiler School of Social Work, New York, NY (USA)

Annie Zeleznikow, Yeshiva University, Wurzweiler School of Social Work, New York, NY (USA)

This presentation will illuminate the factors that both support and challenge MSW student's learning group work practice in the both the classroom and field environments. This panel discussion will focus on the fieldwork experiences of group work majors at Wurzweiler School of Social Work in the NYC area, and share strategies on how to promote group work learning in field placements.

Removing Barriers to Groupwork Practice: Current Education and Training for Social Workers in Groupwork

Sandra Ratcliffe, Technological University Dublin, Dublin (Ireland)

Stephanie Holt, University of Dublin-Trinity College, Dublin (Ireland)

This presentation explains findings from a recent national survey of social workers in Ireland which has mapped their level of engagement in groupwork. The findings suggest we need to regularly review the

groupwork component of social work education and training to align it with contemporary social work practice. This presentation will facilitate the audience in exploring their own groupwork education and training, and in identifying where the gaps with contemporary practice may lie.

ROOM GC 383 Thursday, 2:45–3:45

MUTUAL AID TRACK

Programación de grupos basados en evidencia para adultos mayores

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

Esta plática informará a los participantes sobre diferentes modelos de grupos basados en evidencia desarrollados para adultos mayores. Los grupos se enfocan en el manejo de condiciones crónicas, la depresión, y cómo mejorar el equilibrio y disminuir el miedo de caerse. Los presentadores demostrarán revelaciones recolectadas de la evidencia para cada programa, explicar cómo involucrarse con cada modelo, y compartir unas estrategias de reclutamiento y coordinación.

Mutual Aid in Groups of Elderly People

Heidrun Stenzel, TH Koeln Campus, Koeln (Germany)

Sabine Kistner-Bahr, Diakonisches Werk Köln, Köln (Germany)

In Cologne, Germany a special program for self-organisation of elderly people has been developed. Social workers organized more than 40 networking communities with elderly people in many neighbourhoods. This presentation will share the rationale, composition, benefits of these groups to envision how to integrate community organisation and groupwork in a big city, like Cologne.

ROOM GC 388

Thursday, 2:45–3:45

RESEARCH TRACK

Understanding the Needs of the Adult Homeless Population Using a Community Based Participatory Research Method

Jennie Ann Cole, East Carolina University, Raleigh, NC (USA)

Using art as activism, the goal of the photovoice project was to use perceptions of the aging homeless population in rural eastern North Carolina, United States to understand, evaluate, and plan for services that would positively impact the physical and mental health of the chronically homeless population.

Inclure des exclus: l'expérience d'un groupe de soutien improbable sur une unité hospitalière de toxicomanie et de santé urbaine

Eric Gascon, Université du Québec à Montréal, Montréal, QC (Canada)

Catherine Dugas, Hôpital Notre-Dame, Montréal, QC (Canada)

Comment regrouper des personnes en sevrage, présentant de multiples limitations, généralement socialement exclues, ayant des objectifs différents, dans un contexte de soins hospitaliers de moins d'une semaine? Cette présentation a pour but de présenter une expérience de groupe improbable et d'en tirer des conclusions pour une pratique de groupe inclusive. Nous explorerons les barrières vécues et nous réfléchirons ensemble aux facteurs qui expliquent les bénéfices qui sont pourtant observés.

4:00pm – 5:00pm Session 5

ROOM GC 261 Thursday, 4:00–5:00

Build Community and Break Down Barriers by Working Our Bodies and Minds

Kathleen Walsh, Millersville University, Millersville, PA (USA)

Social workers are one of the largest groups helping people deal with personal and social factors that affect health and wellness. Group workers recognize that the primary source of change is that of the group. This transcends expansive modalities for practice, including group fitness. Get ready to move and learn about the benefits of physical activity along with its social supports. This presentation is for fun and compassionate people of all ages, genders, and identities.

ROOM GC 269 Thursday, 4:00–5:00

TRAINING TRACK

Groupwork with Colleagues: The Benefits of Professional Learning Communities

Megan Carey, School Social Worker, White Plains, NY (USA)

Professional Learning Communities (PLCs) are a popular format for professional development at schools. PLCs often comprise of small groups of staff members who meet on a regular basis delve deeper into a topic that impacts students. This session will explore ways that the PLC format can be adapted to a variety of settings in order to promote social work values and improve practice.

ROOM GC 275 Thursday, 4:00–5:00

MUTUAL AID TRACK

Wrapping Our Sari: An Experiential Activity to Emphasize Collective Discovery and Personal Context in Learning

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

This presentation demonstrates how completing an unfamiliar task can lead to a call for collaborative collective efforts and how this impacts a new depth of learning and connection. Attendees will come away with the recognition on how retention of content and meaning is best achieved through direct involvement with a knowledgeable guide who shares personal stories for context, and assists, but does not take over the learning process.

ROOM GC 288 Thursday, 4:00–5:00

Empowering Vulnerable and Marginalised People Using Substance in South Africa through Group Work

Charlize Stander, University of Pretoria, Pretoria (South Africa)

Magriet Coetzee-Spies, University of Pretoria, Pretoria (South Africa)

As the drug use in Pretoria, South Africa increases, it became evident that the users are a vulnerable group and barriers exist for accessing health care. This presentation describes the first-ever substance use program (COSUP) created in Gauteng, Pretoria. Attendees will gain knowledge to be better prepared to conduct group work with this vulnerable population, apply concepts of harm reduction, and learn practical strategies to break down barriers for people who use drugs.

ROOM GC 365 Thursday, 4:00–5:00

DIRT GROUP: Growing to Learn, Learning to Grow Applied Theory and Recent Findings in Neuroscience for Social Work with Groups

Kenny Turck, DIRT GROUP Global Inc., Willmar, MN (USA)

Kara West, Crow River Family Services, Crow River Family Services, St. Cloud, MN (USA)

The DIRT GROUP Paradigm is an award winning, resiliency-informed children's mental health application in social emotional learning in the context of a gardening, farming, foods, and creative arts project. Grounded and informed by a strong theoretical foundation and recent findings in neuroscience, this session will engage and inspire you to consider how you can incorporate elements of this dynamic approach to social work with groups in your own practice.

ROOM GC 369 Thursday, 4:00–5:00

Tuning into the Body for Clues: Identifying Work Stressors and Self-Care Interventions in a Group Supervision Workshop

Debra Kram-Fernandez, State University of New York-Empire State College, New York, NY (USA)

Julie Kipp, The Jewish Board, Bronx, NY (USA)

Social workers take-in stories of trauma. Self-care can be enhanced by locating specific physical sensations of stress. *Reflect and Connect* is a six-week workshop embedded in an ongoing supervision group that aims to help staff identify and address work stressors. This presentation will share interventions and activities to elicit a greater understanding of issues that create a fertile ground for stress, vicarious trauma, and burn out.

ROOM GC 379 Thursday, 4:00–5:00

RESEARCH TRACK

2019 IASWG SPARC Showcase and Forum: Project Application, Acceptance and Implementation

Carol Cohen, Adelphi University, Garden City, NY (USA)

Barbara Muskat, University of Toronto, Toronto, ON (Canada)

Zaneta Smith, California Policy & Research Initiative (CalPRI), Los Angeles, CA (USA)

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

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

Nancy Murakami, Friends of Kisoro, Nyakabande (Uganda)

Erin Nau, Adelphi NY Statewide Breast Cancer Hotline & Support Program, Garden City, NY (USA)

The IASWG SPARC Program was launched to "spark" members' innovative projects through endorsement and grants. Join the SPARC Committee and recent SPARC Awardees for information and discussion of the application process, successes and challenges. Come hear about and celebrate the IASWG SPARC Projects' sixth year!

ROOM GC 383 Thursday, 4:00–5:00

In Search of Active Wisdom: Consciousness Raising for Adulthood II

Debra Lambo, Private Practice, Princeton, NJ (USA)

If I am not ready for retirement, what do I want to do? I don't feel old, but the world around me thinks differently. The Longevity Revolution has added twenty to thirty years to the human life cycle challenging us to rethink this stage of life. This presentation will explain the method of Active Wisdom conversations and how this group creates space for new stories to emerge about what it means to grow old.

ROOM GC 388 Thursday, 4:00–5:00

The Importance of Groups in Inpatient and Outpatient Rehabilitation

Pamela Singer, NYU Langone Health, New York, NY (USA)

The importance that groups play in rehabilitation cannot be stressed enough. Just as our focus is to treat patients comprehensively and as a team, it is equally important to provide patients and families with treatment modalities both individual and group structured. This presentation will elucidate how groups enhance and augment both inpatient and outpatient rehabilitation.

5:30pm – 7:00pm Membership Meeting – Parlor Room (1st Floor) Silver School of Social Work

Membership Meeting

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.

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 7, 2019

8:45am – 5:00pm Registration – Kimmel Center 1st Floor Lobby
9:00am – 10:00am Session 6

ROOM GC 261 Friday, 9:00–10:00

TRAINING TRACK

The Need for Grief Group Work in Latinx Communities

Roger Suclupe, The University of North Carolina at Charlotte, Charlotte, NC (USA)
Carolina Benitez, Gordon Conwell Theological Seminary, Charlotte, NC (USA)

This presentation will address the need for culturally grounded grief group work in Latinx communities. The goals of this presentation include promoting awareness on deficits in grief group work, advocating the need for increased access to grief group work, and educating about grief group work through community engagement collaborations within Latinx communities. An interactive case study activity will enhance participants understanding of the benefits and integration of Latinx communities and grief group work.

ROOM GC 269 Friday, 9:00–10:00

MUTUAL AID TRACK

Experiential Trauma Group Therapy: Removing Barriers to Mutual Aid with Sociometry and Psychodrama

Scott Giacomucci, Phoenix Center for Experiential Trauma Center, West Chester, PA (USA)
Amy Stone, Phoenix Center for Experiential Trauma Center, West Chester, PA (USA)

In the mutual aid process, barriers to the group healing itself are removed. The work of Jacob L. Moreno, an often-forgotten pioneer of group psychotherapy, sociometry, and psychodrama, offers social workers with valuable action-based tools for fostering mutual aid dynamics. Sociometric group tools from classical psychodrama and experiential group safety structures from the Therapeutic Spiral Model will be introduced with considerations on adapting them for any group setting (clinical, educational, supervision, and community groups).

ROOM GC 275 Friday, 9:00–10:00

Growing the Group Work Community: How Can We Persuade Students to Take a Group Work Course?

Ann Bergart, University of Chicago & Private Practice, Chicago, IL (USA)

Too few social work students opt to take a group work elective. We need to do more to change this situation and grow the group work community. This presentation looks at strategies for reaching students early in their studies and attempting to persuade them to take a group work course.

ROOM GC 365 Friday, 9:00–10:00

The Elephant is Ours, Let Us Finish It Together: Photovoice Views of Group Work and Social Justice

Reineth (CE) Prinsloo, University of Pretoria, Pretoria (South Africa)
Lorrie Greenhouse Gardella, Southern Connecticut State University, New Haven, CT (USA)

This interactive session will explore how social work students, educators, and practitioners from around the world view group work and social justice. Based on photovoice research, participants will view images and texts from different cultural vantage points, including the perspectives of art and science, as we interpret such themes as ubuntu, global community, inclusion, empowerment and action. Implications will be drawn for international social work education and social group work practice.

ROOM GC 369 Friday, 9:00–10:00

Trauma in the Group: Strategies for Nurturing Bond and Collective Consciousness

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

This presentation reviews recent discoveries about the neurological impact of trauma on the ability to smoothly function in social situations. While supportive therapy groups have long been recognized as the preferred treatment modality, typical reactions of traumatic histories are too often misunderstood as resistance and hostile challenges to authority. This presentation offers strategies for creating group connection and responding to trauma within the group.

Reclutamiento y retención de hombres inmigrantes Latinos en terapia de grupo.

Mauricio Cifuentes, Loyola University Chicago, Chicago, IL (USA)

Los hombres Latinos inmigrantes son considerados una de las poblaciones más difíciles de reclutar y retener como participantes en grupos terapéuticos. Paradójicamente, el que muchos de ellos sean sobrevivientes de trauma y puedan haberse visto influidos en sus patrones de comunicación y expresión de sentimientos por una cultura machista, los hace excelentes candidatos para beneficiarse de grupos de terapia. Esta presentación ofrece recomendaciones concretas para reclutar y retener a esta población en terapia de grupo.

ROOM GC 379 Friday, 9:00–10:00

Teaching Macro Practice: Using Group Skills in a Community-based Project

Bertha De Jesus, Millersville University, Millersville, PA (USA)

Kathleen Walsh, Millersville University, Millersville, PA (USA)

Teaching undergraduate social work students' community macro practice not only takes teaching them frameworks used to guide macro level practice but also group skills to enhance their understanding how groups works to achieve community-level change. This presentation will describe how experiential group skill building activities and a community-based research project aims to expand macro practice teaching strategies which offers students real world experience and opportunity to engage within communities they serve.

Using Groups in College-Agency Partnerships to Develop Learning Opportunities for Non-Social Work Students

Carl Mazza, Lehman College, Bronx, NY (USA)

William Evans, Neighborhood Benches, Bronx, NY (USA)

The development of an experiential learning course at a liberal arts college for non-social work majors resulted in a close collaboration between the classroom and a non-profit community-based agency. Using a group work method, the CEO of an agency often participated in classes, while the professor of the course frequently engaged in the community-based groups. This presentation will share the results of this enriched learning experience and its impact on students' leadership and advocacy skills.

ROOM GC 383 Friday, 9:00–10:00

Intervention en travail social de groupe axé sur l'empowerment avec des parents immigrants issus des minorités racisées: Pour une meilleure intégration de leurs enfants

Anite Martin Marseille, Membre de l'ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec, Montréal, QC (Canada)

Cette présentation exposera la problématique des familles immigrantes racisées de Montréal. Le contexte d'intervention avec les parents immigrants sera discuté. Une réflexion critique sur l'intervention avec les parents immigrants et sur les alternatives et stratégies développées afin de faciliter une meilleure intégration de leurs enfants.

Liens entre l'endogroupe et l'exogroupe: à faire et à défaire

Cynthia Martiny, Université du Québec à Montréal (UQAM), Montréal, QC (Canada)

Ariane Grenier-Paquette, Université du Québec à Montréal (UQAM), Montréal, QC (Canada)

La présentation se veut expérientielle, interculturelle et interprofessionnelle! D'abord, une brève présentation théorique sur l'intériorisation des normes et l'importance des lieux de rencontre pour le faire sera faite. Nous identifierons quels sont les éléments facilitant l'intériorisation de la norme dans le groupe. Une activité expérientielle permettra aux participants de vivre la phase de conflit, moment de confrontation de valeurs qui sont à la source des normes. Elle sera suivie d'une discussion où nous ferons un retour sur l'expérience et partagerons des outils pratiques qui ont été récoltés lors d'entrevue auprès de divers professionnels de groupes québécois.

An experiential activity will allow participants to experience a conflict followed by a process discussion with a brief theoretical presentation on norm internalization. The goal is to reflect on possible applications of group work within the Québec Immigration context which has recently reduced the number of immigrant newcomers in favor of more welcoming, inclusive and enriching integration methods. Sounds like a call for group work.

ROOM GC 388 Friday, 9:00–10:00

Strategies for Recruitment and Retention for Community-Based Group Interventions

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

This presentation will demonstrate how a large academic medical center in the Midwest of the US has adapted their health promotion social work programming to provide group interventions to hundreds of older adults with chronic conditions every year. The presenter will begin the presentation by discussing the group models implemented, followed by a discussion of how they utilize both clinical and community organizing strategies for coordination, recruitment, and retention of these groups.

Empowerment, Impact Evaluation and Social Group Work: A Community-centered Approach

Roslind Mary Mokwele, North-West University, Potchefstroom (South Africa)

A goal of social work is to empower clients to find and engage in resolutions to their problems to uplift society. This presentation will review the theory and practice of empowerment and its effectiveness using a community-based social group work intervention to foster personal and social development.

ROOM GC 261 Friday, 10:15–11:15

TRAINING TRACK

Not for Me: Group Work with Individuals Who Don't Think They Like Group Work

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

Group work is an effective model for engagement with diverse communities across many topic and issue areas. But what about those groups who don't engage in group programming, those who don't think groups are designed to meet their needs, or who don't feel safe or comfortable accessing supports within a group environment. This presentation will explore one agency's process for engaging with a non-traditional group work population, sharing challenges and successes.

ROOM GC 269 Friday, 10:15–11:15

MUTUAL AID TRACK

A Toolkit for Social Engagement: Using Narrative Groups to Eradicate Social Isolation

Todd Tedrow, George Williams College of Aurora University, Williams Bay, WI (USA)

The 12 Grand Challenges of Social Work compel us to *Eradicate Social Isolation*. Mental health problems, often exacerbated by social isolation, are closely related to negative outcomes in many other life domains for oppressed and vulnerable populations. The narrative approach is considered in this presentation, and participants will engage in exercises that demonstrate narrative techniques for group practice.

ROOM GC 275 Friday, 10:15–11:15

Praxis of Revenant Empowerment and Transcendence using Re-narration: A Group Model for Work with Citizens Returning from Prison

Brent In, Loyola University Chicago, Chicago, IL (USA)
Thomas Kenemore, Loyola University Chicago, Chicago, IL (USA)

An innovative developing group practice model is presented, designed to supplement programming for individuals returning from prison to their communities. Presenters will discuss eight fluid and dynamic components of the model, aimed at facilitating internal transcendence and enabling successful navigation through extremely challenging barriers. Attendees can expect to come away with an enhanced sensitivity to the needs of this population and familiarity with the essential components of this promising specialized group practice.

ROOM GC 365 Friday, 10:15–11:15

Addressing Bullying in Schools: An Initiative to Train Students in Group Work Skills to STOP Bullying

Elzahne Simeon, North West University, Potchefstroom, (South Africa)
Roslind Mary Mokwele, North West University, Potchefstroom, (South Africa)

The Three Dimension STOP Bullying Project is a response to growing recognition of the need to prevent bullying in schools. This initiative between the North West University and the Families South Africa organisation helps guide social group work students during their practicum. This presentation will explain this partnership and how social work students use group work to overcome the bullying challenges in schools by engaging child, parents, and teachers.

Addressing Violence and Weapons Possession in Inner-City Schools: Roles and Recommendations for Group Work

Matthew James Cuellar, Yeshiva University, Wurzweiler School of Social Work, New York, NY (USA)
Charles Auerbach, Yeshiva University, Wurzweiler School of Social Work, New York, NY (USA)
Susan Mason, Yeshiva University, Wurzweiler School of Social Work, New York, NY (USA)

While schools remain generally safe spaces for today's youth, reducing school-based violence is of growing focus as a result of recent high-profile incidents of maladaptive student behavior in the United States. This presentation uses original data from one inner-city school district to highlight the role of group work and provide timely implications for reducing weapons possession and physical altercations.

ROOM GC 369 Friday, 10:15–11:15

Open Mic on Mentoring Practices: The Power and Simplicity of a Weekly Skype Group to Support Geographically-dispersed Faculty

Shantih Clemans, SUNY Empire State College, Brooklyn, NY (USA)

Open Mic is a cherished time for faculty to talk openly and confidentially about their complex work with students and the challenges inherent in their work. This session focuses on the history, development, and learning of Open Mic, a weekly hour-long Skype group for faculty across disciplines and physical locations. Discussions on how to replicate this model to meet your faculty needs and interests for connection, support and community will be shared.

Overcoming Barriers and Enhancing Group Work Education in Social Work

Michal Sela-Amit, University of Southern California, Los Angeles, CA (USA)

There is overwhelming recent data that points to the gradual and persistent decline in group work education. This presentation explores the current paradigm of teaching practices and barriers that compound group work education. Alternative approaches for enhancing group work's exposure and introducing it into professional education outside of group work courses will be shared.

Facilitator Vignettes from a Group Therapy Randomized Trial for People Living with HIV-Associated Neurocognitive Disorder (HAND)

Andrew Eaton, University of Toronto, Toronto, ON (Canada)
Shelley Craig, University of Toronto, Toronto, ON (Canada)

Cognitive impairment is a significant comorbidity for people aging with HIV. As many as 50% of this population may be affected by mild-to-moderate forms of HIV-Associated Neurocognitive Disorder (HAND). Group therapy has helped the general population with dementia, yet the ideal HAND group model is unclear. The presenters conducted a pilot randomized controlled trial of two HAND group interventions. This presentation will discuss the community-based trial design process alongside facilitator vignettes from the trial's groups.

From Serodiscordant to Magnetic: The Feasibility and Acceptability of a Pilot Psychoeducational Group Intervention Designed to Improve Relationship Quality

Andrew Eaton, University of Toronto, Toronto, ON (Canada)

Serodiscordant or magnetic couples (HIV +/-) experience HIV-related issues that can compound daily stressors. Psychoeducational couples group interventions can improve relationship quality, which can mitigate daily stressors. Using a participatory approach, six gay male magnetic couples (n=12) co-developed and participated in a pilot psychoeducational support group. The group was feasible, acceptable, and led to significant improvements in relationship quality amongst all couples. This presentation will discuss the key aspects of the group alongside facilitator vignettes.

Nondeliberative Practice: Using Action and Art to Create Analogies for Groups

Anna Nosko, Family Service Toronto and Private Practice, Toronto, ON (Canada)

Nondeliberate group practice helps the group facilitator move the group through the stages of development by using action to unlock ways of communicating other than verbal. Learn activities that guarantee success for every member by helping them discover, reveal, and engage strengths and capabilities to achieve individual and group goals.

Breaking Down Barriers to Mental Health Supports for LGBTQ+ Youth through Group Work

Gio Iacono, University of Toronto, Toronto, ON (Canada)
Shelley Craig, University of Toronto, Toronto, ON (Canada)

LGBTQ+ youth tend to exhibit poorer psychological outcomes compared to non-LGBTQ+ youth. Mindfulness-based interventions have been found to improve youth mental health. This study aimed to practice mindfulness with LGBTQ+ youth in a group setting and investigate what content, inventions, and skills were most beneficial. Insights from the study and its application to other mindfulness groups will be shared.

Preparing Students for Competent Group Work Practice

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

In social work classrooms and internships, undergraduate and graduate students need to gain knowledge and experience in order to facilitate groups with competence. This presentation will address strategies to ensure successful group work learning opportunities for students in classrooms and at field internship sites.

11:30am – 12:00pm Session 8

ROOM GC 261 Friday, 11:30–12:00

Reimagining a Toolkit for Re-Entry: Participatory Action Research within Maximum Security Confinement

Christina Pratt, NYU Silver School of Social Work, New York, NY (USA)

This presentation will illustrate how men in long-term confinement ("lifers") can co-create a capabilities-framed toolkit for effective re-entry to family, neighborhood, community, and the free world. Community-based participatory research examples will be shared highlighting collaborative problem solving, moral agency, and reciprocal co-learning within prison education.

ROOM GC 269 Friday, 11:30–12:00

Overcoming Abuse: Analyzing a Peer Co-facilitated Group for Lone Mothers on Social Assistance

Lea Caragata, Wilfrid Laurier University, Kitchener, ON (Canada)

Framed by feminist analyses of abuse and its relation to women's economic status, this presentation reports on a participatory action research initiative of a counseling group, in Toronto, Canada, with lone mothers who had experienced abuse. The group's processes and dynamics as well as outcomes for women's social capital and healing will be discussed.

ROOM GC 275 Friday, 11:30–12:00

Current Issues Facing Schools: Group Interventions that Work

Josephine Jarolmen, Marymount Manhattan College, New York, NY (USA)

This presentation examines current issues observed in schools due to new societal challenges, including the impacts of bullying, homelessness, poverty, violence coupled with the specialized need to support marginalized populations. This presentation will discuss the use of cognitive behavioral group therapy to help children feel more confident and be better equipped to overcome barriers.

ROOM GC 369 Friday, 11:30–12:00

MUTUAL AID TRACK

Using Mutual Aid Activities with Young Children to Develop Cooperation and Kindness

Maxine Lynn, Fordham University, New York, NY (USA)

Racism and hate have become part of social media, discussions at home, and TV coverage. This session will focus on using mutual aid activities to develop caring and empathy with young children in today's complex world. Examples from group meetings in a New York school with five to six year-old children will be shared.

ROOM GC 379 Friday, 11:30–12:00

Leveraging the Power of Groups for LGBTQ+ Youth: Developing and Sustaining Local and International Community Collaborations

Shelley Craig, University of Toronto, Toronto, ON (Canada)
Michael Dentato, Loyola University Chicago, Chicago, IL (USA)
Andrew Eaton, University of Toronto, Toronto, ON (Canada)
Gio Iacono, University of Toronto, Toronto, ON (Canada)

Social workers have historically worked within communities as group workers, practitioners, and advocates to develop partnerships among universities and organizations to meet the needs of marginalized communities. This presentation will illustrate the power of groups to affect social change for LGBTQ+ youth through two successful community collaborations designed and delivered by social workers: a local county-wide continuum of care (The Alliance for LGBTQ Youth) and a global, multilingual and interdisciplinary academic and community partnership (INQYR).

ROOM GC 383 Friday, 11:30–12:00

Domestic Violence against Men: A Case Study from the Ondo State, Nigeria

Alkauthar Seun Enakele, Masaryk University, Brno (Czech Republic)

Domestic violence against men is closely linked to cultural patriarchal structures that defines gender norms. The session will provide a better understanding of men's experiences in domestic violence and explore the complex meaning that is attributable to this phenomenon. Current interventions by social group workers in Nigeria will be presented in the hopes to reduce the cases of domestic violence, not only in Nigeria, but across the globe.

ROOM GC 388 Friday, 11:30–12:00

MUTUAL AID TRACK

Creating Community through Online Education

Lynn Levy, Yeshiva University, Wurzweiler School of Social Work, New York, NY (USA)
Jill Becker Feigeles, Yeshiva University, Wurzweiler School of Social Work, New York, NY (USA)

This session will share innovative instructional methods to create community in online educational platforms. The presenters will share their unique perspectives and strategies that encourage inclusiveness, rather than isolation and feelings of alienation, which often occur in online education.

Group Work Practice Invitational

Global Center 275

The Science and Art of Practice: Integrating Evidenced-Based Strategies into a Social Group Work Model

Lawrence Shulman, Emeritus Professor and Dean, University at Buffalo School of Social Work, NH (USA)
Session Moderator: Lorrie Greenhouse Gardella

Evidenced-based practice (EBPs) models have impacted the teaching and practice of group work. While adding important contributions to understanding interventions, they have also had some level of negative impact on maintaining our unique social work role in leading groups. This presentation will describe the application of EBPs and how to still maintain the core mutual aid model. Issues addressed will include using advocacy and integrating science and art to avoid practicing a restrictive one-model approach.

Robert Salmon Invitational

Global Center 269

Sustaining Conversations on Racism, Identity and Our Mutual Humanity

Steve Burghardt, Hunter College, New York, NY (USA)
Linda Lausell-Bryant, NYU Silver School of Social Work, New York, NY (USA)
Mohan Vinjamuri, Lehman College School of Social Work, Bronx, NY (USA)
Session Moderator: Jahmani Hylton

While social work has long championed social justice, group and classroom tensions related to issues of racism, sexism, homophobia, as well as other "isms" (ageism, anti-Semitism, ableism, etc.) have remained a concern throughout the field. This workshop will be facilitated by three anti-racist educators to provide tools, techniques, and a dynamic framework so that such tensions are worked with in ways that lead to sustained conversations on such topics without lessening a focus on the group or classroom content. While no workshop can provide the depth these topics require, this workshop will provide key lessons so that participants have a clear roadmap as they approach this work. Using this framework, there will be interactive exercises that surface techniques that participants can utilize to further their development of a liberational approach to group and classroom development capable of analyzing these issues over time without loss of other important content.

USC Invitational

Global Center 261

Wurzweiler Care Cafe: Using Group Work for Building Community, Making Connections, Discovering Hope and Inspiration

Hana Frankl, Care Cafe, Wurzweiler School of Social Work, Yeshiva University, New York, NY (USA)
Katherine Mitchell, Care Cafe, Wurzweiler School of Social Work, Yeshiva University, New York, NY (USA)
Session Moderator: Sari Skolnik

In 2017 Wurzweiler School of Social Work was awarded a grant from the NYC Council to develop a unique idea, the brainchild of Dean Danielle Wozniak, to create "pop up" communities for educational presentations and workshops brought into intimate settings in communities throughout the five boroughs of NYC. This presentation will chronicle how Wurzweiler staff and MSW students started from scratch and built a unique program with expert presenters in unique and accessible cafe-like settings grounded in the spirit of social work with groups in actualizing mutual aid processes.

2:30pm – 3:00pm **Poster Session 3, Dean’s Welcome, & Coffee Break** **GC 365 & 369**
Coffee Break Sponsored by NYU Silver School of Social Work

3:00pm – 4:00pm **Session 9**

ROOM GC 261 Friday, 3:00–4:00

Project Access: A Social Justice Initiative to Fight Discrimination and Improve Access to Mental Health and Addictions Care

Andrew Malekoff, North Shore Child and Family Guidance Center, Roslyn Heights, NY (USA)
Sari Skolnik-Basulto, Yeshiva University, Wurzweiler School of Social Work, New York, NY (USA)
Elissa Giffords, LIU-Post, Brookville, NY (USA)

The civil rights of individuals living with mental illness and substance use disorders in the United States have been violated by health insurers and neglected by government officials that have failed to comply with and adequately enforce federal parity laws related to access to timely and affordable care. This session will present a small group social justice approach, Project Access, which advocated against discrimination experienced by these individuals and families living in New York.

ROOM GC 269 Friday, 3:00–4:00

Human Rights and Group Work

Christina Chiarelli-Helminiak, West Chester University, West Chester, PA (USA)
Session Moderator: John Genke

The recognition of human rights as an integral part of social work practice and education is gaining momentum. Yet, how human rights are conceptualized in group work has not been fully explored. This interactive presentation will provide resources for a rights-based approach to group work education and practice.

ROOM GC 275 Friday, 3:00–4:00 **TRAINING TRACK**

Group as Lab: The Case-in-Point Method in Teaching Leadership

Linda Lausell Bryant, NYU Silver School of Social Work, New York, NY (USA)
Marc Manashil, NYU Silver School of Social Work, Sacramento, CA (USA)
Moderator: Diane Mirabito

Adaptive leadership is a framework designed to help individuals, organizations and communities confront complex challenges and make the adjustments necessary to thrive in rapidly changing contexts. This presentation will apply concepts of adaptive leadership through case scenarios and enhance attendee's ability to apply the framework in diverse leadership contexts.

Strategies for Facilitating Effective Meetings: Applying a Group Work Lens

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

Social workers often spend large amounts of time in meetings. Frequently, however, these meetings can feel ineffective and frustrating. Facilitating an effective meeting is a skill whose foundation lies in group work principles. Drawing on group work concepts, this session identifies strategies and techniques for facilitating productive meetings. Practical insights and resources for immediate application in a variety of social work settings are provided.

ROOM GC 369 Friday, 3:00–4:00

Transforming Disadvantaged Early Childhood Development Centers through a Practitioner Education Forum

Mimie Pricscilla Sesoko, University of South Africa, Johannesburg (South Africa)
Barbara McLean, University of South Africa, Johannesburg (South Africa)

This presentation draws on a study conducted in eThekweni, South Africa on the learning experiences of disadvantaged practitioners who participated in an early childhood development forum. Significant positive changes were noted following the forum that taught group and community skills. Implications on the benefit of formal and informal approaches to learning in an effort to break cycles of poverty, foster strong communities of practice, and empower practitioners will be shared.

Power-over, Power-with, and Empowerment: Learning, Applying, and Living Ethics in Counseling Practice

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

Group workers in general, and school counselors in particular, coordinate and manage group activities. They are expected to hold power-over a number of individuals, and exercise power-with others in order to effectively empower their group participants and collaborators. These concepts of power-over, power-with, and empowerment are applied in the context of group counseling based on results of a qualitative study that investigated the ethical issues faced by schools.

ROOM GC 379 Friday, 3:00–4:00

Trabajo social con grupos en la Universidad de Puerto Rico: de la teoría a la acción profesional

Nancy Viana Vázquez, University of Puerto Rico, Trujillo Alto, PR (USA)

Esta presentación explica cómo la Universidad de Puerto Rico, Río Piedras Campus, integra la experiencia del laboratorio en su curso de trabajo social con grupos. Se compartirán reflexiones desde la enseñanza y se explicarán cómo los estudiantes desarrollan un proyecto social que integra el método de trabajo grupal para practicar en diversos entornos grupales.

The presentation explains how the University of Puerto Rico, Río Piedras Campus, integrates the laboratory experience into their social work with groups course. Reflections from teaching experiences and examples on how students develop a social project integrating the group work method to practice, in diverse groups settings, will be explained.

ROOM GC 383 Friday, 3:00–4:00

Creative Tools as a Bridge in Binational Groups

Noa Barkai-Kra, Ben Gurion University in the Negev, Beer Sheva, (Israel)

The session will illustrate how using different creative tools along the timeline of group development may promote a successful process. Based on work with binational groups, through a series of initiated encounters between adolescent youth from neighboring communities in the Negev region in Israel, the presenter will share how verbal, non-verbal, and artist team-centered approaches can reduce stereotypes, create friendships, and make the different more approachable.

The Pull of the Normal: Morality, Hierarchy, and the Avoidance of Skillfulness in Social Work Group Practice Learning

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

Kathy Pjura, Southern Connecticut State University, New Haven, CT (USA)

Concerns about the diminishment of mutual aid and process-oriented group practice in social work, and the ascendance and predominance of didactic, curriculum-based methods have been explored by group practice scholars. This presentation will discuss findings from a multi-method study of social work students about their perceptions of the challenges of learning and using a less didactic, process-oriented mutual aid approach.

ROOM GC 388 Friday, 3:00–4:00

Serving Diverse Communities: Differences in English and Spanish Speaking Support Groups

Erin Nau, Adelphi NY Statewide Breast Cancer Hotline & Support Program, Garden City, NY (USA)

Angela Papalia, Adelphi NY Statewide Breast Cancer Hotline & Support Program, Garden City, NY (USA)

One of the main tenets of the social work profession is meeting our clients where they are. The presenters will highlight the differences between their traditional support groups and their Spanish speaking group, Cafecito. This session will provide a framework to assess the needs for different cultures within programs and provide evaluative tools and approaches to meet the needs of diverse clients.

4:15pm – 4:45pm Session 10

ROOM GC 365 Friday, 4:15–4:45

Group Work in Summer Camp Communities: Living Social Work's Core Values

Meryl Nadel, Iona College, New Rochelle, NY (USA)

Sue Scher, Ramapo College of New Jersey, Mahwah, NJ (USA)

This presentation will introduce attendees to social work practice in summer camp. We define the concept of Intentional Community and briefly review the history and current impact of social work in summer camp. Next, we consider how the present practice of social work in camps reflects social work's core values. Our aim is to encourage more social group workers to learn about and pursue camping as a field of practice.

ROOM GC 269 Friday, 4:15–4:45

Standardized Patients and Practice Simulations: Using Group Work in Teaching an Introductory MSW Practice Class

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

A standard challenge facing faculty teaching practice classes is how to introduce social work students to client interactions in a manner that is effective and realistic. Standardized patients and simulations have promising potential to address this pressing issue. Attendees will learn how to develop their own standardized patient cases, and benefit from the presenters' successes and challenges of these multi-session assignments.

ROOM GC 275 Friday, 4:15–4:45

An Empowerment Narrative Leadership Program for a Disadvantaged Community

Marie (M.J.) Ubbink, North West University, Potchefstroom (South Africa)
Elzahne Simeon, North West University, Potchefstroom, (South Africa)

This session provides insights into the process of empowering people from disadvantaged communities with leadership abilities by applying a narrative approach in group work. Performed from a postmodern and social constructivist paradigm, group members re-authored their narratives and developed individual potential within the social construction of leaders and leadership. This presentation will share techniques of the narrative approach to gain a richer description of the lives of group members.

ROOM GC 261 Friday, 4:15–4:45

Parent-Teacher Engagement during Child-Centered Pedagogical Change in Elementary School: The Lived Experiences of Teachers and Involved Parents.

Cristiana White, Aliquippa School District, Aliquippa, PA (USA)

This presentation provides an overview of a qualitative research examining the lived experiences of eight teachers and nine parents during both architectural and pedagogical changes in an urban elementary school. This presentation will assist school social workers and counselors in understanding the important context for parent, school, and community engagement and assist school counselors in developing leadership activities to enhance the learning environment of schools.

ROOM GC 369 Friday, 4:15–4:45

MUTUAL AID TRACK

The Kindness Group

Paul Johnson, University of Southern Maine, Brunswick, ME (USA)
Kimberlee Lamothe, University of Southern Maine, Portland, ME (USA)

To address issues of bullying and to improve a middle school's culture, a peer support group was created to cultivate a more positive and inclusive environment for all. This presentation shares the numerous benefits of the Kindness Group, and its impact to change the school's culture and advocate for students' human rights. Implications to how to start a similar type of group in attendee's respective employment or placement settings will be provided.

ROOM GC 383 Friday, 4:15–4:45

Need for a Peer Support Group: Exploring the Loss and Disenfranchised Grief of Animal Care Workers

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

This presentation will explore the psychological distress of Animal Care Workers (ACWs), and the disenfranchisement of this distress, explored through a mixed methods study. The session will focus on the importance of peer support to reconcile grief disenfranchisement of ACWs, the qualitative analysis which focused on why or why not ACWs would attend a peer support group, and its implications for social work practice.

ROOM GC 388 Friday, 4:15–4:45

Setting the Table: Trauma-informed Groupwork in Challenging Times

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

This presentation explores the experiences of social work faculty in one university community near the United States-Mexico border as they sought to implement a year-long effort toward using group work as a tool for building mutual understanding and collective action in response to the social and political environment following the 2016 U.S. election.

6:00pm – 10:00pm **Kimmel Center 10th Floor, Rosenthal Pavilion**
Gala Dinner Reception
Joan K. Parry Memorial Plenary (7:00pm to 8:00pm)

Joan K. Parry Memorial Plenary

Kimmel Center 10th Floor, Rosenthal Pavilion

Affirmative Groups for LGBTQ+ Youth in Community: Opportunities for Social Change, Connection and Impact

Shelley Craig, University of Toronto, Toronto, ON (Canada)

Affirmative interventions for lesbian, gay, bisexual, transgender queer (LGBTQ+) youth hold significant promise to influence social change at multiple levels. AFFIRM, an affirmative cognitive behavioural groups for lesbian, gay, bisexual, transgender queer (LGBTQ+) youth, is an evidence-informed intervention that emerged from community engagement. This presentation will discuss the practical development and implementation of affirmative groups for LGBTQ+ youth with a focus on the role of community, spanning conceptual and theoretical foundations to the results of the open pilot feasibility study and the preliminary findings of an innovative quasi-experimental investigation of AFFIRM groups on the mental health of LGBTQ+ youth.



Shelley L. Craig, PhD, RSW, LCSW is Professor and Associate Dean, Academic at the Factor-Inwentash Faculty of Social Work at the University of Toronto and the Canada Research Chair in Sexual and Gender Minority Youth. Dr. Craig has over twenty-five years of community-based leadership, practice and research with sexual and gender minority and marginalized populations. Her research and clinical practice focus on the development of evidence-informed group interventions for sexual and gender minority youth and young adults as well as their caregivers and exploring the impact of technology on the resilience of SGMY.

Saturday June 8, 2019

8:45am – 11:00am **Registration – Kimmel Center 1st Floor Lobby**
Breakfast Pastries & Coffee – Kimmel Center 1st Floor Lobby
Sponsored by Wurzweiler School of Social Work, Yeshiva University

9:00am – 10:00am **Session 11**

ROOM GC 269 Saturday, 9:00–10:00

Through Our Eyes: A Photovoice Group for Teens on Cancer Treatment

Wendy Shama, The Hospital for Sick Children, Toronto, ON (Canada)
Sonia Lucchetta, The Hospital for Sick Children, Toronto, ON (Canada)

Cancer results in a disruption in the ‘normal’ journey through adolescence. Photovoice is a novel group work intervention that empowers participants by promoting dialogue, encouraging action, and influencing policy. It is engaging, builds capacity, self-efficacy, and self-esteem through the use of photography and the profound impact that images evoke. Teens met to record, reflect, and critique issues in a seven-week group. Review of the literature, program development, photographs/narratives, and analysis of themes will be presented.

ROOM GC 275 Saturday, 9:00–10:00

Building Competence in Social Work with Groups through the IASWG Case-Based, Multi-Media Resource Project

Donna McLaughlin, Boston University, Boston, MA (USA)
Mark Gianino, Boston University, Boston, MA (USA)
Carol Cohen, Adelphi University, Garden City, NY (USA)

Attendees will explore and experiment with a multi-media, case-based learning approach to teaching social work with groups through using the IASWG open-access website with continuous consumer feedback to assess needs and ongoing resource development. Case studies will be utilized in encouraging participants’ expanding teaching strategies.

ROOM GC 261 Saturday, 9:00–10:00

Utilizing Group Skills to Facilitate Difficult Conversations: Addressing Oppression, Privilege, and the Promotion of Social Justice for Diverse Communities

Michael Dentato, Loyola University Chicago, Chicago, IL (USA)
Brian Kelly, Loyola University Chicago, Chicago, IL (USA)

This session presents the perspective of instructors who re-conceptualized a foundation level social work course on diversity. Group exercises developed for the course will be facilitated to explore how dimensions of participant diverse identities intersect with power, privilege, and oppression. Participants will also be asked to share reactions while identifying ways to manage conflict, create brave spaces, and raise consciousness - while underscoring local and global implications for group practice and social work education.

Roselle Kurland Invitational

Global Center 261

Adapting a Parallel Process Model to Prepare MSW students for Group Work at the United Nations and Post-Graduation

Elaine Congress, Fordham University, New York, NY (USA)
Yasarina Almanzar, Fordham University, New York, NY (USA)
Melissa Cueto, Fordham University, New York, NY (USA)
Taylor DeClerck, Fordham University, New York, NY (USA)
Alessandro Guimaraes, Fordham University, New York, NY (USA)
Abdul-Aziz Abdul- Rahman, Fordham University, New York, NY (USA)
Moderators: Alexis Howard & Carol Cohen

Developing skills for participating and leading groups is an important component in social work education. This invitational session will focus on teaching group work skills through first creating a supervisory group for MSW students who have their field placement at the United Nations and then ongoing modeling of this type of educational/support/growth group. The knowledge and skills that students acquire can then be used in other group work at the UN and beyond.

Charles Garvin Invitational

Global Center 269

The Erosion of Democracy in Many Countries: What Should be Group Work's Response?

Charles Garvin, University of Michigan, Ann Arbor, MI (USA)
Robert Ortega, University of Michigan, Ann Arbor, MI (USA)
Moderator: Christine Wilkins

In many countries we see an erosion of democracy and steps toward dictatorship. The effect is seen in groups where members fear to speak, experience oppression, and limitations on movement. Group work responses to be explored in this session are group-as-a whole actions, support of members taking action in their environments, worker intervention in the social environment, agency support for social action, enhancing voting rights, and overcoming members' hopelessness, disempowerment, isolation, and fear of retribution.

Catherine T. Papell Invitational

Global Center 275

***Working with a Maori Model of Social Work Practice:
An Experiential Perspective to Support Knowledge Transfer for Students***

Donna Guy, Toi Ohomai Institute of Technology, Rotorua (New Zealand)
Moderator: Lorrie Greenhouse Gardella

This session will provide the opportunity to gain knowledge of a Maori model of practice used within social work practice in New Zealand. Participants will engage in an experiential activity developed by the presenter to demonstrate 'theory to practice' of this model including aspects of the physical, emotional, spiritual and social dimensions. Reflection and discussion will support participants to make connections to their own practice, particularly in relation to working with oppressed and marginalised communities.

11:30am – 12:30pm Session 12

ROOM GC 261 Saturday, 11:30–12:30

Trauma Recovery, Education and Empowerment (T.R.E.E.): A Structured Mental Health Group

Daniel Pugh, Sherbourne Health, Toronto, ON (Canada)

This presentation will focus on a psycho-educational, skills-building group, Trauma Recovery, Education and Empowerment (T.R.E.E.), for male-identified gay/queer, trans, and Two Spirit guys. This trauma stabilization and recovery group unpacks socially constructed messages of gender, emotions, and relationships as they relate to histories of trauma. The goal is to provide insights about program implementation and showcase experiences of trauma recovery among group members.

ROOM GC 269 Saturday, 11:30–12:30

Sunshine Circles: Enhancing Social, Emotional and Academic Learning through the Use of Group Play Therapy

Andrea Bushala, The Theraplay Institute, Evanston, IL (USA)

Bring fun and exuberance into the lives of children thru games that place emphasis on cooperation and understanding. This session will share strategies to meet the basic social emotional needs of children so they can be freed to explore their world while promoting warm relationships between children and adults.

ROOM GC 275 Saturday, 11:30–12:30

Coping with Stress: How Teen Girls Survive and Thrive During Difficult Times

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

Despite most young girls displaying strong, inherent self-esteem, a natural decline occurs, particularly when hardships are faced, as they mature into adolescent years causing self-harming behaviors, eating disorders, and other detrimental behaviors. This presentation will distinguish safe and unsafe coping skills to then share strategies to facilitate groups with teen girls in an outpatient setting.

ROOM GC 288 Saturday, 11:30–12:30

Adolescent Group Facilitators: Teaching Group Leadership Skills to Target Problem Situations

Hanni Flaherty, Yeshiva University, Wurzweiler School of Social Work, New York, NY (USA)

By recognizing, understanding, and minimizing disruptive group behaviors, group work becomes more effective and productive. This presentation aims to equip attendees with a skill set to lead adolescent therapeutic groups effectively as well as manage problem situations that may arise.

12:30pm – 1:00pm Closing Reflection Ceremony

Global Center 261

POSTER PRESENTATIONS

Wednesday Poster Session (1 of 3) - Rosenthal Pavilion, KC 10th Floor (5:15pm to 5:45pm)

What Friendship Means for Children Living with Autism

Sydney DaCosta, Boston University, Hope, RI (USA)

This poster describes a group work session for children living with autism. It includes the check-in process, I topics for the week, and artistic activities that seeks to engage less vocal group members. Session summaries are also outlined.

The Benefits of Group Based Mentoring of Young Girls in the Corporate Setting

Sarah Kelly, Loyola University Chicago, Chicago, IL (USA)

This poster describes the benefits of group-based mentoring for adolescent girls in a corporate setting. It contrasts group-based mentoring with dyadic mentoring. This presentation summarizes the results of a pre- and post-test survey of two groups of participants in group-based mentoring programs. It also shares reflections and recommendations from the group facilitators.

Beyond Tacit Inclusion: Including and Affirming Queer and Trans Youth in Heterogenous Anger Coping Groups

Meaghan Tomasiewicz, Loyola University Chicago, Chicago, IL (USA)

Anger Coping is a standardized group work curriculum designed for students who present with reactive anger in grades 3-8. Anger is experienced by people of all sexual orientations and genders. Thus, it is necessary for the curriculum to be evaluated for its capacity to include and affirm queer and trans youth. This poster presents ways in which evidence-based practices for working with queer and trans youth can be incorporated into school-based Anger Coping curriculum.

Harnessing the Benefits of Summer Camps for Transracial Families Formed through Adoption from Foster Care

Johanna Fierke, Loyola University Chicago, Chicago, IL (USA)

Non-white adoptees with white adoptive parents have a high rate of depression, anxiety, aggression, and identity formation issues. This poster suggests that family summer camp, following the models of the recreation movement and early group work, would be a successful way for transracial families to address the issues of trauma and identity through mutual aid and the construction of an extended cultural community.

Wilderness Therapy in the Urban Environment: Combining Group Work and the Power of Nature

Matt Baer, Loyola University Chicago, Chicago, IL (USA)

Wilderness therapy is a powerful group work intervention for individuals of all ages. However, wilderness therapy is often an expensive and inaccessible option for many who could benefit from it. This poster will identify and explore the core concepts that make wilderness therapy effective and propose how these concepts might be applied to urban based groups that may experience limited natural, financial, and professional resources.

“I’m Not Alone”: The Role of Peer Support Groups in Acute Care for Individuals Affected by Inflammatory Bowel Disease

Jenna Rines, Mount Sinai Hospital, Toronto, ON (Canada)

The Daytime Support Group is a well-established resource at Mount Sinai Hospital in Toronto, ON, for individuals affected by Inflammatory Bowel Disease (IBD). Co-facilitated by a social worker and nurse, the focus of the Group is to provide an environment that promotes peer support and resource sharing to cope with the ups and downs of IBD.

Language Modification as a Gateway to Effective Group Work Participation for ELL Population

Margaret VanDerMolen, Loyola University Chicago, Oak Park, IL (USA)

The English Language Learner (ELL) population can benefit greatly from various group work modalities, but often face language barriers that restrict their ability to effectively participate in groups. This poster discusses techniques group facilitators can use to adapt and modify language to make group content more accessible to the ELL population.

Making the Invisible Visible: Group Relations Conference Experienced by an International Student

Ruri Kim, Loyola University Chicago, Chicago, IL (USA)

With the importance of understanding group dynamics in our society, this presentation will explore the key theoretical concepts that shaped development of the Tavistock model by applying case examples including how the presenter, as an international student, experienced "authority, leadership, and diversity in groups, organizations, and society through navigating a divisive world" from the 44th annual group relation conference at The Family Institute at Northwestern University in February 2019.

Thursday Poster Session (2 of 3) - Rosenthal Pavilion, KC 10th Floor (12:30pm to 1:00pm)

Barriers to Participation in Organized Campus Groups: First-Generation College Students

Alexandra Ujvari, Plymouth State University, Plymouth, NH (USA)

Shayla Hibbard, Plymouth State University, Plymouth, NH (USA)

Hallie Fortin, Plymouth State University, Plymouth, NH (USA)

Amanda Goupil, Plymouth State University, Plymouth, NH (USA)

This poster presentation explores the barriers to participation in formed groups for first generation college students. First generation students and alumni were interviewed and their perspectives on the challenges to participation in groups will be explore. The first-generation respondents also shared their views on what group-based campus supports would be helpful to their successful college experience. This poster presentation reflects a revised and expanded research effort from the 2018 Symposium.

Table Top Roleplaying Games as a Therapeutic Intervention and its Foundation in Group Work

Scott Kupferschmidt, Loyola University Chicago, Chicago, IL (USA)

Rachel Tarling, Loyola University Chicago, Chicago, IL (USA)

Almost all of us played cops and robbers, dress-up, or similar games, and imagined we were something different. Many people graduated out of pretend play as we reached adolescence. This poster presents the use of Table Top Roleplaying Games, such as Dungeons & Dragons(TM), as a therapeutic intervention for clients. The intervention reflects the use of group play and dramatic therapy, potentially engaging clients who might be reluctant to participate in traditional therapy.

Cross generational group work at an urban community garden engaging teens, children, and community

Martha (Martie) Sanders, Loyola University Chicago, Chicago, IL (USA)

This poster illustrates the process, methodology, and potential outcomes of a multi-generational community arts program that engages groups of teenagers in delivering theater performances focusing on nutrition education for grade-school children in an urban community garden.

Peace Child: A Group Work Example of Community Integration for African Immigrant Youth

Samantha Williams, Plymouth State University, Plymouth, NH (USA)

Lora Giguere, Plymouth State University, Plymouth, NH (USA)

Emily Lamot, Plymouth State University, Plymouth, NH (USA)

This poster presentation describes the barriers and opportunities to community integration for African immigrant youth. Parents of children whom participated in a 2018 theater camp will discuss their perceptions of their youth's integration. Participants will be encouraged to share about: culture, family histories,

immigration experiences, and opinions about the impact of the theater camp on the community integration of their children.

Young Adults New to Mental Health Care: Confronting Barriers through Group Therapy

Sarah Roemer, Boston University, Boston, MA (USA)

The south shore catchment area has seen an increase in young adults seeking services. Many of these individuals have never interfaced with mental health care before and it can be difficult for them to navigate the healthcare system and trust medical care givers. The poster describes support and psychoeducational group interventions for young adults meant to increase services and care effectiveness.

Words Matter: Using Groups to Change the Stigmatizing Language of Substance Use within MSW Programs and Healthcare

Jessica Lareau, Boston University, Boston, MA (USA)

This poster shares the Support Recovery Initiative and utilization of different group opportunities to educate the Boston University School of Social Work (BUSSW) community and inform future practice through implementation of person-first language. This poster describes previous research behind the stigma of substance use, identifies barriers to program implementation of person-centered language, analyzes timing and context for optimal educational impact within groups, and summarizes changes and trends identified since creation of the Support Recovery Initiative.

LGBTQ Youth & The Drop-Out Crisis: The Protective Factors of GED Programs and Support Groups

Genna Power, Loyola University Chicago, Chicago, IL (USA)

Gabriella Stone, Loyola University Chicago, Chicago, IL (USA)

This poster demonstrates the ways in which a GED program and academic support group for LGBTQ adults seeking continued education, fosters the cultivation of self-efficacy, autonomy and proficiency.

Addressing Mental Health Issues and Promoting Healthy Coping Skills with 4th and 5th Grade Students using Group Work

Samantha Marszalec, Loyola University Chicago, Chicago, IL (USA)

Mental health disorders are shown to affect 20% of children ranging from ages of 9-11 years old. This poster presentation highlights the need for facilitated mental health discussions in a group setting within elementary school systems. This poster discusses a new pilot program introduced into elementary schools that includes a group discussion on mental health, the completion of a feelings journal, and a mindfulness activity: a body scan.

Social Emotional Group Work as a Tier 2 MTSS Intervention in At-Risk Schools

Samantha Cossen, Loyola University Chicago, Chicago, IL (USA)

There is a growing concern for the number of school-aged children entering school without the foundational social-emotional skills needed to succeed in a school environment (Whitted, 2011). This poster will look at the literature surrounding group work in schools with youth from at risk communities, explore group work as a Tier 2 MTSS intervention and will discuss the success of a small group curriculum at an elementary school in an urban at-risk community.

Supporting Substance Free Lifestyles for Adolescents through Leadership Groups

Katherine Pennypacker, Loyola University Chicago, Chicago, IL (USA)

This poster describes the impact of leadership groups in supporting substance free lifestyles for youth. It describes a co-curricular club for adolescents that empowers participants, develops leadership skills, and encourages drug and alcohol-free lifestyles. This poster identifies the key group work elements that foster club success and encourages program replication.

Friday Poster Session (3 of 3) - Global Center 365 & 369 (2:30pm to 3:00pm)

Assessing the Impact of Research Club on Former Participants

Emily Stottlemeyer, Shippensburg University of Pennsylvania, Shippensburg, PA (USA)

Monica DeCarlo, Shippensburg University of Pennsylvania, Shippensburg, PA (USA)

Omar Rayo-Vazquez, Shippensburg University, Shippensburg, PA (USA)

Kimberly Washington, Shippensburg University, Shippensburg, PA (USA)

Adolfo Alvarez Jr, Shippensburg University, Shippensburg, PA (USA)

This poster will describe qualitative research on The Social Work Research Club and its impact on former members. The research will include an interview with prior members who have graduated from the years 2008-2018. The intent is to gain an understanding on whether or not there are benefits to participating in the Social Work Research Club. The students, with the help of their faculty sponsor will analyze the data and form conclusions.

The Experiences of a Dual Role: Facilitator and Group Member

Faith Perez, Boston University, Boston, MA (USA)

There is an abundance of information on how to facilitate a group, but few studies aim to look at the relationship of being both a facilitator and group member. This poster aims to understand the experiences of taking on the dual role of facilitator/co-facilitator and member of a group in a peer-led support group in a classroom setting. The methods are an online survey of MSW students at Boston University.

Reduction Strategies Use in Group Work: Breaking Down the Barriers for People in the COSUP Program

Charlize Stander, University of Pretoria, Pretoria (South Africa)

The community-oriented substance program (COSUP) is an initiative between the University of Pretoria, City of Tshwane and Department of Health. Rooted in harm reduction philosophy and provides services based on the concept of Community Oriented Primary Care (COPC). Group work within the COSUP program contributes to breaking down barriers by providing a learning opportunity to the participants. This poster session explains the benefits and impact of incorporating harm reduction strategies into the COSUP program.

Breaking the Barriers in Co-facilitating Educational Groups with Visually Impaired Children on the Prevention of Alcohol and Drug Abuse

Janet Ananias, University of Namibia, Windhoek (South Africa)

This poster will focus on necessary knowledge, competencies and skills to conduct educational groups for alcohol and drug prevention with children who are visually impaired.

Group activities through internet benefits homebound seniors' subjective memory ability

Soohyoung Lee, Yeshiva University, Wurzweiler School of Social Work, New York, NY (USA)

Online engagement and its benefits for older populations has been well-proven throughout many studies. Previous research has focused on its impact on seniors' loneliness, but its impact on their cognitive functions has paid less attention. This poster will describe the association between online engagement and individuals' subjective memory ability.

Yoga Self-Awareness Groups for People Experiencing Homelessness

Jennifer Sefcik, Loyola University, Chicago, IL (USA)

Trauma-informed yoga as an intervention for people experiencing homelessness is evaluated. Preliminary results and anecdotal and observational evidence from a yoga program in a homeless shelter in a large metropolitan area is presented along with an analysis of evaluative limitations, suggestions for replication, and an outlined program structure for future use by other professionals.

Supporting “Grandfamilies” Through Group Work

Tyler Keoppel, Loyola University Chicago, Chicago, IL (USA)

Households in which grandparents are raising grandchildren, known as “grandfamilies”, represent a growing and underserved population. This poster illustrates the potential opportunity for group work with this population. It identifies the group work strategies and principles for “grandfamilies” through the lens of a clinician at a children’s summer bereavement camp.

Group Work's Impact on Homelessness Recidivism

Abbey DeBaene, Loyola University Chicago, Chicago, IL (USA)

Rachel Bryan, Loyola University Chicago, Chicago, IL (USA)

This poster collects and analyzes internship experiences at two different Deborah’s Place locations; as interns working with individuals and groups of women who have experienced chronic homelessness but are now housed. It summarizes the affects that group work in both locations has on reducing the likelihood of returning to homelessness.

Group Work Subspecialization (Minor): Motivations for MSW Student Participation

Nephtalie Lesperance, Loyola University Chicago, Chicago, IL (USA)

Savannah Ortiz, Loyola University Chicago, Chicago, IL (USA)

This poster presents the findings from a survey exploring the motivations of Masters of Social Work (MSW) students who applied and were accepted into a group work subspecialization (minor) at an urban CSWE accredited institution. It describes the need for additional group work education at the graduate level, analyzes the motivations of current MSW students enrolling in the group work subspecialization and summarizes the respondents’ recommendations for increasing student participation in group work educational offerings.

Adolescents & Maladaptive Behaviors: Recovering from Sexual Trauma through Group Art Therapy

Alaina White, Loyola University Chicago, Oak Park, IL (USA)

There is a significant correlation between adolescent girls who have experienced sexual trauma and self-mutilate. This poster proposes group art therapy as an alternative form of treatment versus traditional practices. It describes the impact of sexual trauma, the purpose of self-mutilation, and the therapeutic factors of art therapy facilitated in a group context.

SYMPOSIUM STUDENT VOLUNTEERS

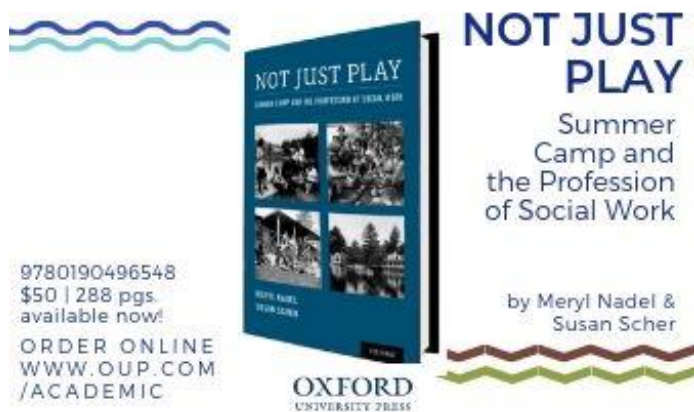
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SPECIAL ADVERTISING SECTION



We invite you to join us on Friday, June 7th from 4:15pm to 4:45pm in Global Center Room 365 to meet the authors of the new book *Not Just Play: Summer Camp and the Profession of Social Work*, Meryl Nadel and Susan Scher. Using both personal vignettes and scholarly research, this new book explores the history of social work in the summer camp movement, and explores the rich opportunities for psychosocial development, creative interaction, and mutual aid that adolescents can only fully experience at summer camp. The authors will be signing books and encourage you to share your stories of camp!

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SPIRITUALITY NEAR THE END OF LIFE

Wednesday, July 10 | 9:30-4pm | Yeshiva University Museum, 15 W. 16th Street, New York, NY (5.5 CEU Credit Hours)

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* https://www.researchgate.net/publication/283860230_US_Social_Worker_Workforce_Report_Card_Forecasting_Nationwide_Shortages

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June 2020

International Association for Social Work with Groups

42th 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 educational and poster presentations.

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

6. Hello Saigon

Vietnamese | Greenwich Village
180 Bleecker Street

7. Banter NYC

American | Greenwich Village
169 Sullivan Street

8. Favela Cubana

Cuban | Greenwich Village
543 LaGuardia Pl

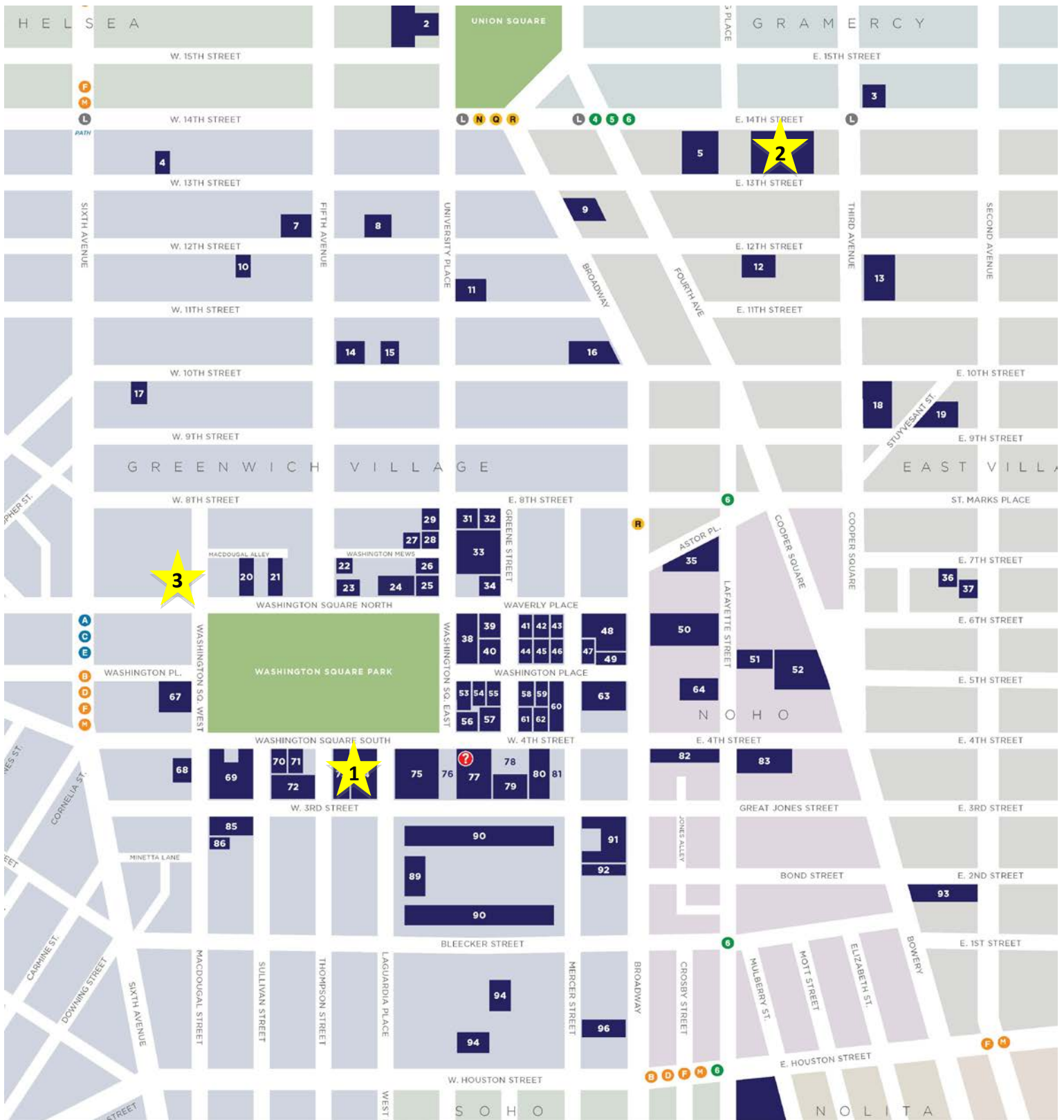
9. Amity Hall

Gastro Pub | Greenwich Village
80 West 3rd Street

10. The Half Pint

Gastro Pub | Greenwich Village
76 West 3rd Street

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