IASWG Symposium, June 5-8, 2019
Preliminary Program (Subject to change)

Wednesday June 5, 2019

9:30am – 12:30pm Institutes

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

Practice Institute
More than Ice Breakers: How to Use Activity in Group Work to Enhance Mutual Aid
Presenters: Dr. Jennifer Clements & Dr. Katherine 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 and has a $30 registration fee.

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

Mutual Aid Institute
Building Mutual Aid in Groups with Vulnerable and Resilient Populations
Presenter: Dr. Alex Gitterman
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 (3 CEUs) and has a $50 registration fee.
**Sumner Gill Memorial Plenary**

**Solidarity behind the Scenes: Experiences with Support Groups in Lebanon**

*Presenter: Rita-Flora Kevorkian*

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.

**Thursday June 6, 2019**

**ROOM GC 361**  
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 365**  
Thursday, 9:00–10:00

**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.
Gathering the Women: Stepping Over Cultural Barriers to Celebrate

Cindy Hunter, James Madison University, Social Work, Harrisonburg, VA (USA)
Monica Robinson, NAACP, Harrisonburg, VA (USA)
Francie Osando, Congolese Community Association, Harrisonburg, VA (USA)
Hagar Ahmed, Sudanese Community, president, Rockingham, VA (USA)

This fishbowl-style presentation is the live processing by and about a multicultural group who came together to develop a celebration for International Women's Day. The group was initiated by a representative of a well-developed Congolese community organization who invited women from Sudan, Kurdistan, Mexico, El Salvador and United States. The presentation will address complex cultural demands affecting how this group developed equitable relationships and negotiated their differences to resolve conflicts and promote a collective cause.

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)
Fan Zhang, NYU Silver School of Social Work, 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.

Yoga, Méditation et Environnement: (Re)connecter avec soi-même et avec la nature dans un processus de guérison et d'empowerment

Pierre-Vincent Breault-Ruel, Private Practice, Montreal, QC (Canada)

Cet atelier explorera la façon dont l'horti-thérapie, le yoga et la méditation peuvent être utilisées en travail social de groupe avec différentes populations. Seules ou combinées, ces méthodes d'intervention "alternatives" facilitent une prise de conscience - de l'environnement, notre interdépendence avec la nature, nos besoins et nos états mentaux et émotifs - pouvant nous aider à adopter des attitudes et actions concrètes pour prendre soin de soi, des autres et de nos milieux de vie.

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.

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**ROOM GC 383**     Thursday, 9:00–10:00

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

Mary Acri, 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.

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**ROOM GC 388**     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 461**  
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.

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**10:15am – 11:15am  Session 2**

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**ROOM GC 361**  
Thursday, 10:15–11:15  

**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.

**ROOM GC 365**  
Thursday, 10:15–11:15  

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

Elitheti 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)

El Encuentro CuidarNOS, busca trabajar con el cuidado individual y en colectivo 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.

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)
Melissa Brown, 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.

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.
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.

Support Students in the Thesis Writing Process in Eswatini: Lessons Learned from Group Supervision Models

Lungile Mabundza-Dlamini, University of Eswatini, Kwaluseni (Swaziland)

Thesis submission symbolizes completion of a programme in most universities. Eswatini is no different, final year students are ‘expected’ to hand in their research topics as soon as they register for their final year. In 2014, the University of Eswatini introduced a BSW degree which was a significant milestone since social work is a scarce profession in the country. This paper seeks to explore issues faced by developing countries to cultivate quality group supervision.

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.

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.
We Deliver Project: A Social Responsibility Initiative within a Department of Social Work

Elizabeth Ivy Smit, North West University, Mmabatho, (South Africa)

North West University in South Africa has in its many community engagement endeavours to give back to the community as part of its social responsibility initiative. This presentation will share how the Department of Social Work uses its platform, through programs like the 'We Deliver Project,' to advance self-help, education, mutual aid, social relief and general development within the community using group work.

ROOM GC 461 Thursday, 10:15–11:15

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

Kevin Miller, University of Chicago, Chicago, IL (USA)
Jason Pica II, John Marshall Law School, 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)

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.

11:30am- 12:30pm Session 3

ROOM GC 361 Thursday, 11:30–12:30

A Turbulent Silence: An Invitation for Conflict Exploration

William Pelech, University of Calgary, Lethbridge, AB (Canada)

This experiential session will focus on exploring conflict. It will explore the signs, symptoms, and impact of unresolved conflict, as well as various strategies for exploring and resolving conflict in groups. Participants will also role play a conflict scenario as a way of demonstrating the goals and process of conflict exploration.
Listen to the All the Voices: An Intergenerational Group Paving New Directions in Aging Education

Marcia Spira, Loyola University, Chicago, IL (USA)
Roscoe Nicholson, University of Chicago, Chicago, IL (USA)

This intergenerational group course was co-designed and co-taught by residents of a long-term care facility and a university professor. Its aim was to challenge stereotypes and false assumptions held by those who have little direct contact with older people and to provide older adults the opportunity to share their lived expertise on topics they consider of greatest importance.

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.

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)

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.

Embodying and Exploring Barriers through Art in Groupwork

Ephrat Huss, Beer Sheba (Israel)

An aim when working with barriers can be to turn rigid barriers and limits into flexible negotiated evolving boundaries, with self, others, and society. This session will teach a concrete action-based method for working with barriers through use of arts materials. Art skills not required.

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)
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 379**  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)
Jason Pica II, Loyola University Chicago, 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 383**  Thursday, 11:30–12:30

**Shaping Global Leaders to Build Connections through Mutual Aid Processes**

Rebecca Esther Coleman, Southeastern University, Lakeland, FL (USA)
Debby Beckman, Image More, Fort Wayne, IN (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 388**  Thursday, 11:30–12:30

**Mutual-Aid Groups for Grieving Parents**

Olga Molina, University of Central Florida, Orlando, FL (USA)
George Jacinto, 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)
Nancy Murakami, Friends of Kisoro, Nyakabande (Uganda)
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 461**  Thursday, 11:30–12:30

**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 – 2:35pm**  Luncheon
**Poster Session (2 of 3)**
**Beulah G. Rothman Memorial Plenary**

**Beulah G. Rothman Memorial Plenary**  Kimmel Center, Rosenthal Auditorium

**Recognizing and Interrupting Marginalization in Community Group Work Practice**

*Presenters: Dr. 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.

**2:45pm – 3:45pm**  Session 4

**ROOM GC 361**  Thursday, 2:45–3:45

**Reaching Out to Underserved, Rural Communities with Co-facilitative Poetry Therapy Groups**
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 365**  
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 369**  
Thursday, 2:45–3:45

**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 374**  
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)

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 375**  
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 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 379   Thursday, 2:45–3:45

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.

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 383   Thursday, 2:45–3:45

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 388   Thursday, 2:45–3:45

Programación de grupos basados en evidencia para adultos mayores

Padraic Stanley, Rush University Medical Center, Chicago, IL (USA)
This talk will inform participants about different evidence-based models of groups developed for older adults. The groups focus on the management of chronic conditions, depression, and how to improve balance and reduce the fear of falling. The presenters will demonstrate revelations collected from the evidence for each program, explain how to get involved with each model, and share recruitment and coordination strategies.

**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 461  Thursday, 2:45–3:45**

**The Importance of Groups in Inpatient and Outpatient Rehabilitation**

Pamela Singer, NYU Langone Medical Center, 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.

**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 361  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 365  Thursday, 4:00–5:00

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 369  Thursday, 4:00–5:00

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 374  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 375  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)

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 379  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.

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**ROOM GC 383**  
Thursday, 4:00–5:00

**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)

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!

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**ROOM GC 388**  
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.

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**5:15pm – 7:30pm**  
**IASWG Membership Meeting**

**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.

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**Friday June 07, 2019**

**9:00am – 5:00pm**  
Registration

**9:00am – 10:00am**  
Session 6

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**ROOM GC 361**  
Friday, 9:00–10:00

**The Need for Grief Group Work in Latinx Communities**
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 365   Friday, 9:00–10:00

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 369   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 374   Friday, 9:00–10:00

Photo Voice in Group Work: Overcoming Social Barriers of Marginalized Populations through Self-defining Understanding

Ephrat Huss, Beer Sheba (Israel)

This presentation is based on a participatory study that used photo voice in group work with indigenous Bedouin youth in Israel to understand how they self-define stressors and coping in the context of their intense poverty and political conflict. The aim of this project was to enhancing coping skills through "showing" and talking about it in groups. The presentation will focus on the photo voice methodology, it's pitfalls and advantages, and application to diverse settings.

ROOM GC 375   Friday, 9:00–10:00

Mental Illness in the Context of Witchcraft and Bewitching: A South African Perspective

Duduzile Martha Sokhela, South African Council for Social Service Professions, Tshwane (South Africa)

This presentation will cover an in-depth understanding and distinction between Western and African way of treating mental illness and how synergy can be created to incorporate all narratives (therapy, traditional healing and prayer) with the view to better treating mental illness.
Let's talk about us! Discussing Mental Health in University Peer Support Groups

Elena Engster, Technische Hochschule Köln, Colonge (Germany)

Matters of mental health surround us in many spheres of our life. This presentation discusses an open peer group at a German University and how it is helping students with similar mental health challenges seek support from each other as they navigate topics of stigmatization, exclusion, and resilience on campus.

ROOM GC 379     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 383     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 388  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)

Présentation de la problématique des familles immigrantes racisées de Montréal. Présentation du contexte d'intervention avec les parents immigrants. Présentation du projet d'intervention avec les parents immigrants 4-
Réflexion critique sur l'intervention avec les parents immigrants et sur les alternatives et stratégies développées pour une meilleure intégration de leurs enfants.

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

*Linking and unlinking: endo-exogroup*

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

An experiential activity will allow participants to experience a conflict followed by a process discussion with a brief theoretical presentation on norm interiorization. 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 461  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.

**10:15am – 11:15am  Session 7**

**ROOM GC 361  Friday, 10:15–11:15**

*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 agencies process for engaging with a non-traditional group work population, sharing challenges and successes.

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<th>ROOM GC 365</th>
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<td><strong>A Toolkit for Social Engagement: Using Narrative Groups to Eradicate Social Isolation</strong></td>
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<td>Todd Tedrow, George Williams College of Aurora University, Williams Bay, WI (USA)</td>
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<td>The 12 Grand Challenges of Social Work compel us to <em>Eradicate Social Isolation</em>. 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.</td>
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<th>ROOM GC 369</th>
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<td><strong>Praxis of Revenant Empowerment and Transcendence using Re-narration: A Group Model for Work with Citizens Returning from Prison</strong></td>
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| 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. |

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<th>ROOM GC 374</th>
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<td><strong>Open Mic on Mentoring Practices: The Power and Simplicity of a Weekly Skype Group to Support Geographically-dispersed Faculty</strong></td>
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<td>Shantih Clemans, SUNY Empire State College, Brooklyn, NY (USA)</td>
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<td>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.</td>
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<tr>
<td><strong>Overcoming Barriers and Enhancing Group Work Education in Social Work</strong></td>
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<td>Michal Sela-Amit, University of Southern California, Los Angeles, CA (USA)</td>
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<td>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.</td>
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<td><strong>Addressing Bullying in Schools: An Initiative to Train Students in Group Work Skills to STOP Bullying</strong></td>
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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 379     Friday, 10:15–11:15

Des barrières de genre contre le bon état nutritionnel des enfants dans les ménages ruraux du Bénin

Alida Adjile, Université d'Abomey-Calavi, Abomey-Calavi (Benin)
Roch Mongbo, Université d'Abomey-Calavi, Abomey-Calavi (Benin)
Fabrice Aguémon, Université d'Abomey-Calavi, Abomey-Calavi (Benin)
Norooarisoa Ravaozanany, Université d'Abomey-Calavi, Abomey-Calavi (Benin)

La présente étude documente les rôles et normes de genre dans les rapports sociaux en lien avec l’état nutritionnel des enfants au Bénin. Elle montre que la communauté patrilinéaire codifie les relations et pratiques sociales, y compris en matière d’alimentation et de santé selon la filiation agnatique. Les contraintes sur la vie sociale des femmes affectent directement l’état nutritionnel des enfants de moins de 5 ans.

Concertation communale et engagement de groupes volontaires locaux pour éradiquer la malnutrition au sein de communautés démunies au Bénin : Leçons et défis

Roch Mongbo, Université d'Abomey-Calavi, Abomey (Benin)
Jeanne Togbenou, Université d'Abomey-Calavi, Abomey-Calavi (Benin)
Rodrigue Elègbè, Université d'Abomey-Calavi, Abomey-Calavi (Benin)

A la faveur d’une reforme du secteur de la nutrition au Bénin, des volontaires communautaires facilitent des changements de comportement pour un bon état nutritionnel au sein des ménages et des communautés. Cette dynamique provoque des changements de fonctionnement des services publics de santé, d’agriculture, d’affaires sociales et des collectivités locales. Le papier analyse comment des dynamiques portées par des groupes marginaux aboutissent à des changements significatifs au sein d’institutions réputées pour leur pesanteur.

ROOM GC 383     Friday, 10:15–11:15

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.

*Every Body’s Story: A Trauma-informed Approach to Build Resilience*

Sara Kotzin, Private Practice, New York, NY (USA)

*Every Body’s Story* is a play-based intervention designed with a trauma-informed, anti-racist lens. This session will share activities that integrate psycho-education, somatic awareness, and storytelling with a goal of building resilience, decreasing symptoms of trauma and strengthening a sense of community with school-age children.

**ROOM GC 388**  
Friday, 10:15–11:15

*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)  
David J. Brennan, University of Toronto, Toronto, ON (Canada)  
Rachael Crowder, 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.

**ROOM GC 461**  
Friday, 10:15–11:15

*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.

*Integrating Group Work and Group Supervision in Field Education: Social Work with Groups in Eswatini, Southern Africa*

Julie Drolet, University of Calgary, Edmonton, AB (Canada)  
Clement Dlamini, University of Eswatini, Kwaluseni (Swaziland)  
Lungile Mabundza, University of Eswatini, Kwaluseni (Swaziland)  
Wassie Kebede, University of Eswatini, Kwaluseni (Swaziland)  
Prudence Hlatshwayo, University of Eswatini, Kwaluseni (Swaziland)
This session will share the findings from a group supervision project in which team members collaborated in building capacity through the Social Protection System in Eswatini. The presentation will highlight the importance of contextualizing social work education in the African context and share group work practice innovations. This project was funded by an IASWG SPARC Project Grant.

11:30am – 12:00pm  Session 8

ROOM GC 361  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 365  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 369  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 374  Friday, 11:30–12:00

**Cultural-responsive Best Practices for Group Work Practice with Victims of Human Trafficking in South Africa**

Ajwang Warria, University of the Witwatersrand, Johannesburg (South Africa)

Trafficked victims are a complex population group and providing interventions that address their unique needs is crucial to their process of recovery and creating meaningful futures. Social workers and other psychosocial professionals hold crucial positions where they can identify, provide therapeutic and social assistance, as well as advocate for victims of trafficking. This presentation will explain cultural-responsive best practices when facilitating groups with victims of trafficking.
ROOM GC 375  Friday, 11:30–12:00

Courageous Conversations: Strengthening Individual and Collective Capacities to Promote Social Justice

Karen Rice, Millersville University, Millersville, PA (USA)

This presentation will share one model to utilize to engage individuals from across social group identities in courageous conversations around “hot topics” in order to build alliances and foster individual and collective social action.

ROOM GC 379  Friday, 11:30–12:00

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

Maxine Lynn, Fordham University, New York, NY (USA)
Danielle Nisivoccia, Consultant, 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 383  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 388  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 461  Friday, 11:30–12:00

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.

12:00pm - 1:30pm  Lunch on your own
1:30pm - 2:30pm  Invitational Sessions

Group Work Practice Invitational

*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)*

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

*Sustaining Conversations on Racism, Identity and Our Mutual Humanity*

*Steve Burghardt, Hunter College, New York, NY (USA)*
*Linda Lauzell-Bryant, NYU Silver School of Social Work, New York, NY (USA)*
*Mohan Vinjamuri, NYU Silver School of Social Work, New York, NY (USA)*
*Session Moderator: John Genke*

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

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

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

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.
**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.

**Human Rights and Group Work**

Christina Chiarelli-Helminiak, West Chester University, West Chester, PA (USA)

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.

**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)

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.

**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.

**ROOM GC 375  Friday, 3:00–4:00**

**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 379  Friday, 3:00–4:00**

**Transforming Disadvantaged Early Childhood Development Centers through a Practitioner Education Forum**

Mimie Priscilla 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 eThekwini, 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.

**Perceived Benefits of a Multiple Family Group for Children with Behavior Problems and their Families**

Mary Acri, The McSilver Institute for Poverty, Policy, and Research, New York, NY (USA)

This presentation describes the perceived benefits of participating in a multiple family group (MFG) for poverty-impacted families and their alignment with Yalom’s therapeutic factors. Implications for clinical practice and future research needs will be discussed.

**ROOM GC 383  Friday, 3:00–4:00**

**Setting the Table: Trauma-informed Groupwork in Challenging Times**

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

**Social Work with Groups at the University of Puerto Rico: From Theory to Professional Action**

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

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.
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.

Teaching Minority Youth How to Confront Racism: Minimizing Self-Psychological Damage

Rachel Shenhav-Goldberg, University of Toronto, Toronto, ON (Canada)

Self-destructive behavior among racial minority youth is usually explained by inner psychological difficulties. This session will provide an alternative explanation to the behavior by viewing it as normal reaction to abnormal reality of everyday racism. This presentation will share techniques to become more racially self-aware and provide practical tools for working with minority adolescent girls who experience everyday racism.

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 school...
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 365       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 369       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 374       Friday, 4:15–4:45

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.

ROOM GC 375       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.
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

Signs of Change: The Effects of What Young People See Across South African Townships

Macdonald Rammala, University of South Africa, Pretoria (South Africa)

The cumulative effect of negative messaging on young people in South African townships is destroying their chances to see a better future. In most of the country's townships, there is a lack of positive messaging that has the potential to model prosocial behaviours and guide youth towards community centres. This presentation will discuss positive messaging strategies and community practice approaches to develop the skills and talents of young people.

6:00pm – 10:00pm  Gala Dinner Reception & Joan K. Parry Memorial Plenary

Joan K. Parry Memorial Plenary

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.
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.

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.

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.

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)
Jazmyn Porter, 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.

10:15am – 11:15am  Invitational Sessions

Roselle Kurland Invitational
Adapting a Parallel Process Model to Prepare MSW students for Group Work at the United Nations and Post-graduation

Elaine Congress & Social Work Students, Fordham University, New York, NY (USA)

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 after.

Charles Garvin Invitational
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)

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
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)

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 361  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 365       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 369       Saturday, 11:30–12:30

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)

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.

ROOM GC 375       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 383       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
**POSTER SESSION DESCRIPTIONS**

**Wednesday Poster Session (1 of 3)**

**What Friendship Means for Children Living with Autism**
Sydney DaCosta, Boston University, Hope, RI (USA)
I conduct a check-in to begin and move to the topic for the week, which has included eye contact, how to start a conversation, and for a majority of the sessions what friendship means. At least one artistic activity is included that is used to see where the less vocal group members are on a given subject. Lastly, I summarize the session and what to expect the next week.

**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.

**Tacit Inclusion: Incorporating Queer and Trans Youth into 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)

Mutual Aid Model and Informal Intervention in Living Environment
James Saintene, Chapitre Francophone IASWG, Laval, QC (Canada)
Mutual Aid is a model which has some common elements with Informal Intervention in Living environment. These both kinds of intervention are based on authority sharing, participation, implication between social workers and service users.

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 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 (Biehl, Park, Brindis, Pantell & Irwin, 2002). This poster 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.
Assessing the Impact of Research Club on Former Participants
Emily Stottlemyer, 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)
The Social Work Research Club will be completing qualitative research on the impact research club has had 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 do contribute to breaking down Barriers by providing a learning opportunity to the participants. This 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)
By the end of this presentation participants must have gained knowledge, competencies and skills to conduct educational groups on 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 various of older population 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 study exclusively examines 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.

**Deborah’s Place: Group Work Reducing Homeless 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.