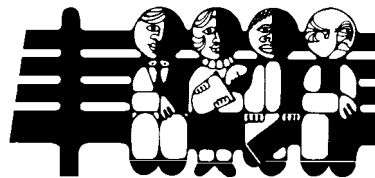


**Association for the Advancement of Social Work with Groups, Inc**

**29<sup>th</sup> ANNUAL INTERNATIONAL SYMPOSIUM  
On Social Work with Groups**

**GROUPS:  
GATEWAYS TO GROWTH**



**Jersey City, June 28—July 1, 2007**

## JERSEY CITY HIGHLIGHTS

*Jersey City is a wonderful place to shop, tour, or leisurely browse the quaint city streets!*

### **Ellis Island ★ [www. EllisIsland.org](http://www.EllisIsland.org)**

One of New York's most moving sights, the restored Ellis Island opened in 1990, slightly north of Liberty Island. Discover your ancestry by searching immigrant ship records. This was America's main entry point for immigrants (1892-1954). The **Immigration Museum** relates the story of Ellis Island and immigration in America by placing the emphasis on personal experience. Make time to see the award-winning short film *Island of Hope, Island of Tears*, which plays on a continuous loop.



### **Statue of Liberty ★ [www.statuereservations.com](http://www.statuereservations.com)**

For the millions who first came by ship to America in the last century -- either as privileged tourists or needy, hopeful immigrants -- Lady Liberty, standing in the Upper Bay, was their first glimpse of America. No monument so embodies the nation's, and the world's, notion of political freedom and economic potential. Even if you don't make it out to Liberty Island, you can get a spine-tingling glimpse from the New Jersey side of the bay, or during a free ride on one of the river boats or ferry rides. **Touring tips:** Ferries leave daily every half-hour to 45 minutes from 9am to about 3:30pm, with more frequent ferries in the morning and extended hours in summer.

**The Newark Museum, New Jersey's largest museum** invites you to enjoy unforgettable experiences in the arts and sciences with outstanding collections, exhibitions, programs and educational resources. The Museum presents 80 galleries, the Alice and Leonard Dreyfuss Planetarium, Mini Zoo and the Dynamic Earth gallery, featuring 5,000 square feet of exhibits that reveal nature's secrets. The Museum is home to world-class collections of American art, African art, Classical art and Tibetan art. The Museum complex also includes the Victorian Ballantine House (restored 1885 mansion that is a National Historic Landmark), a beautiful sculpture garden, schoolhouse, two museum shops and a museum café.

**Hamilton Park Ale House**, 708 Jersey Ave, Jersey City. This is a quaint, neighborhood ale house with good food, a friendly ambience and surrounded by historic Hamilton Park and a neighborhood of brownstones.

**Washington St., Hoboken**—The one square mile town. Next door to Downtown Jersey City is the famous Washington St., home of many restaurants, outdoor cafes and the birthplace of Frank Sinatra.

[Black Bear Bar & Grill](#) 205 Washington Street, Hoboken

[Sullivan's Bar & Grill](#) 600 Washington Street

[Arthur's Tavern](#) 237 Washington Street

[East LA](#) 508 Washington Street

[Brass Rail](#) 135 Washington Street

[The FarSide](#) 531 Washington Street

[The Mile Square Bar & Grill](#) 221 Washington Street,

[Sinatra Park Café](#) 525 Sinatra Drive



## SCHEDULE AT A GLANCE

29<sup>th</sup> ANNUAL SYMPOSIUM ON SOCIAL WORK WITH GROUPS – JERSEY CITY, NJ

### THURSDAY, JUNE 28

- 8:00 AM - 6:00 PM Registration
- 9:00 AM - 12:00 PM Morning Institutes
- 12:00 PM - 1:00 PM Lunch on your own
- 12:30 PM - 5:30 PM AASWG Board Meeting (Lunch)
- 1:00 PM - 4:00 PM Afternoon Institutes
- 6:00 PM - 10:00 PM Opening Banquet and Beulah G. Rothman Memorial Lecture  
*Dominique M. Steinberg & Robert Salmon*

### FRIDAY, JUNE 29

- 7:00 AM - 6:00 PM Registration
- 7:00 AM - 8:00 AM Plenary Breakfast
- 8:00 AM - 9:00 AM Plenary: Sumner Gill Memorial Lecture: *Andrew Malekoff*
- 9:15 AM - 10:45 AM Session 1
- 11:00 AM - 12:30 PM Session 2
- 12:30 PM - 2:00 PM Luncheon Forum: Marketing AASWG: A Task-Oriented Discussion
- 2:00 PM - 3:30 PM Session 3
- 3:45 PM - 5:15 PM Session 4
- 7:00 PM - Dine Around—Sign Up at Hospitality Table

### SATURDAY, JUNE 30

- 7:00 AM - 6:00 PM Registration
- 7:00 AM - 8:00 AM Plenary Breakfast
- 8:00 AM - 9:00 AM Morning Plenary: *Mark Doel*
- 9:15 AM - 10:45 AM Session 1
- 11:00 AM - 12:30 PM Session 2
- 12:30 PM - 2:00 PM Lunch On Your Own
- 2:00 PM - 3:30 PM Session 3
- 3:45 PM - 5:00 PM Membership Meeting—All members and “wannabees” invited!
- 5:00 PM - 6:00 PM “*Hunter Happy Hour*” - Reception hosted by Hunter College SSW

### SUNDAY, JULY 1

- 7:00 AM - 9:00 AM Registration
- 8:00 AM - 9:30 AM Plenary Breakfast—Ingrun Masanek & Sonia Spelters
- 9:45 AM - 11:15 AM Session 1
- 11:30 AM - 1:00 PM Session 2

### DEPARTURES

## **CONFERENCE SPONSOR**



**Association for the Advancement of Social  
Work with Groups, Inc.**

**An International Professional Organization**

## **CONFERENCE CO-SPONSORS**

**KEAN UNIVERSITY**

**HUNTER COLLEGE**

**RUTGERS UNIVERSITY**

**NYC ADMINISTRATION FOR CHILDREN'S SERVICES**

Are proud to be Co-Sponsors of the  
**29th Annual AASWG International Symposium on Group Work**

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# GREETINGS

## Greetings from the President of AASWG

Welcome to the 29<sup>th</sup> Annual AASWG International Symposium! It's been less than a year since we gathered for #28 in San Diego, so your attendance here in Jersey City is particularly significant in launching our new tradition of an early summer rather than fall symposium.

The program has been prepared for us by an ardent local planning group, primarily Susanne Palombo, Kathy Sweeney, Greg Tully and Maureen Hagan with support and assistance from numerous others. I personally thank them for taking on as volunteers the onerous task of producing an international symposium. The plenary sessions, papers, and workshops have been thoughtfully selected around this year's theme of Groups: Gateways to Growth; and the titles indicate creativity and relevance for our current social work with groups practice and education. As always, colleagues are here from many countries and bring their perspectives and experiences – both diverse and shared.

Some additional symposium events for special mention are the "Town Hall Meeting" to be held over the lunch period on Friday as a forum to discuss strategies to market AASWG. Please come and join in the exchange of views about advancing our Association. Everyone is welcome. We also look forward to the "Hunter Happy Hour", a reception hosted by Hunter College School of Social Work at 5 pm on Saturday. Thank you, Hunter College, for your generosity. This reception will follow the Annual Membership Meeting which I invite you to attend. Find out what's happening in AASWG!

I truly hope that if you do not have a sense of belonging within AASWG already, you will feel it at this symposium. Mingle, socialize, discuss, participate in every possible way to make the best connections with others and gain the optimal benefits of attending.



## Welcome from the Co-Chairs of the 29th Annual Symposium on Social Work with Groups

Welcome to Gateway National Park . Welcome to our little part of Gateway National Park. Welcome to Group Work. Welcome to growth. Welcome. Welcome. Welcome.

The plenaries and presentations of the 29th Annual Symposium will challenge and enlighten us and offer us opportunities to grow in knowledge, skill, practice and in friendship. Growth is all around us. This is the Garden State. While we can view the beautiful New York skyline from our symposium location, if you were to travel west from here you would see the miles and miles of farms where Jersey tomatoes and Jersey corn grow in abundance. If you travel south you would see and smell the ocean breeze of the beautiful Jersey shore, 120 miles of white sandy beach.

Dominique and Robert's opening plenary calls us to commit to action, to carry our banner higher than ever, to spread the word in new ways, to try out new avenues, walk through new doors, sing new songs, even join a group ourselves. That's an idea !

The groups we see are unique and we know what we mean when we say "group work". The rest of the world may not respect or appreciate the power of a group and the joy of group work: that vibrant, dynamic, living whole that heals, promotes growth, guides, and gives back to its contributors.

Groups without boundaries. Groups with limitless possibilities. Are we and our groups ready for the world we face today? The world of instant communication, yet slow painful sharing; the world of un-winnable wars and the world of group trust; the world of space travel and the world of pulling someone's chair into the circle; the world of corruption and greed and the world of heartfelt sharing and caring; the world of bias and ignorance and the world of acceptance and wisdom. Our location "is" one of the gateways where millions of newcomers entered a new a land. They came despite their uncertainties for the future. They came with their courage and hope and readiness for new adventure. Feel the spirit of those adventurers. Perhaps even your own family members passed through this gateway seeking better ways, new life, community, and freedom from burdens of the past.

We, the Co-Chairs of the 29th Annual Symposium, welcome you. We thank you for coming to this grand gathering of some of the finest and most adventurous group workers of the day. If the world could know and experience our love and commitment to group work we just might start to grow a better world. Come on in, you are welcome. Sit on the bench at the gateway. Share, laugh, enjoy and feel the "grouplife" inside of you growing, eager to spread the joys and growth that happen in group.

*Susanne Palombo, Kathy Sweeney, Maureen Hagan, Greg Tully*

# GREETINGS

## NYC ADMINISTRATION FOR CHILDREN'S SERVICES

### ACS

On January 10, 1996, the Administration for Children's Services (ACS) was created as the first agency devoted solely to serving children and their families. ACS's mission is to ensure the safety and well-being of New York City children. To fulfill this mission, ACS:

- **Protects** children by investigating more than 55,000 reports of abuse or neglect each year;
- **Helps** families in need through counseling, referrals to drug rehabilitation programs and other preventive services;
- **Recruits** and trains foster parents and caregivers to provide safe homes for children living in foster care;
- **Assures** that children in foster care find safe, permanent homes as quickly as possible, either with their birth or adoptive parents;
- **Supports** youth development and permanency for teens and adolescents, as well as a range of programs and services to help young people prepare for adulthood;
- **Provides** childcare and Head Start programs for approximately 80,000 children throughout the City.

The protection and well-being of children is our top priority, and we strongly believe that our work, and the impact it has on the lives of children, needs to reflect that commitment.

ACS is proud to co-sponsor the 29<sup>th</sup> Annual International Symposium of the Association for the Advancement of Social Work with Groups. We are pleased to send several of our staff to the conference as well as make a number of presentations that highlight group work in the New York City child welfare system.



# INSTITUTIONAL MEMBERS

Adelphi University, NY  
Aurora University  
Barry University, FL  
Big Brothers Big Sisters of NYC  
Boston University SSW  
California State University, Long Beach  
Children's Aid Society, NY,NY  
Columbia University  
Fordham University  
Goddard Riverside Community Center, NY,NY  
Hunter College SSW  
Jewish Board of Family & Children Services, NY,NY  
Jewish Family & Community Services, Chicago IL  
King's University College, University of Western Ontario  
Loyola University Chicago SSW  
Memorial University of Newfoundland SSW  
North Shore Child and Family Guidance Center, NY  
Renison College, University of Waterloo  
San Diego State University SSW  
State University of NY at Buffalo  
University of British Columbia  
University of Calgary  
University of Connecticut  
University of Kentucky, College of Social Work  
University of Maryland—Baltimore County  
University of Maryland—Baltimore  
University of Michigan  
University of North Dakota  
University of Toronto  
Wheelock College  
Yeshiva University



# CONFERENCE SPECIAL FEATURES

## **Continuing Education Units**

Continuing Education Units have been granted. The fee is \$10.

A CEU table will be staffed throughout the Symposium.

## **Town Hall Meeting**

A new event this year. Join us Friday for lunch to strategize on how to strengthen and market AASWG.

## **Dine-Around**

Sign up to join a group for dinner at a local restaurant on Friday night. Good way to meet new people.

Sign up at the Hospitality Table

## **Honorees**

Person recognized by Board for exceptional group work career and achievement. At every Symposia the Board of Directors selects international honorees. The local planning committee may also choose to honor a group worker who had a career of significant contribution to the local group work cause.

## **Institute**

A pre-conference, half-day, intensive session taught by a person(s) with expertise in the subject that concentrates on skill-building on a topic of critical interest to group work practitioners, trainers, researchers, and supervisors. Topics and teachers are selected by the program committee. There is a separate fee charged for the institutes.

## **Paper Presentation**

A juried paper that has undergone a review process after a submission made through the call for papers. In paper presentation sessions papers are grouped according to common topics. A paper is presented in a forty five minute format allowing time for group reactions and discussions.

## **Plenary Session**

An address by a person of prominence in the field at one of the four common meals.

## **Workshop**

A largely experiential, interactive, and "hands-on" ninety-minute presentation. Like papers, workshops have undergone a review process after an abstract submission based on the call for papers.

# PLENARY SPEAKERS

## THURSDAY OPENING BANQUET AND PLENARY 6:00 PM—10:00 PM *Manhattan Room*

### **Re-Visiting “...Joyful Noise”: Gateways from the Blues to the Hallelujah Chorus** *Dominique Moyses Steinberg, NY, NY & Robert Salmon, NY, NY*

In 1992, Bob Salmon and Roselle Kurland delivered a paper to the 14th AASWG Symposium calling for social workers everywhere to make “joyful noise” about the power of group work. Today, 15 years later, we revisit that call to arms and take the mandate forward. We review the state of affairs during the original call for joyful noise, examine the lay of the land in today’s world of work, and identify a number of potential pathways through which each of us—educator and practitioner alike—can make joyful noise. Some pathways we have tried and found true. Others are still in the formation stage. Some require collective effort, while others can be traveled by one person. Some target movers and shakers. Others are grass roots. Some are complex in effort and demanding in time. Others are as simple as a paper handout. What they all have in common, however, is that they can help us to promote ethical and effective social work practice with groups. We conclude by asking for a pledge from every single AASWG member to commit to a piece of action over this next year—one small individual action that we know can help move forward our collective interest and investment in ethical and effective group work practice. If we each take some responsibility for making joyful noise and for making it as loud as possible, we can stop singin’ the blues and start shouting, “Hallelujah!”

## FRIDAY PLENARY 8:00 AM—9:00 AM *Hudson Room*

### **Gatekeepers, Gate Crashers, and Gateways in Group Work with Kids** *Andrew Malekoff, Roslyn Heights, NY*

This plenary will explore obstacles and opportunities for group work with children and adolescents. Themes will include assuming a stance of uncertainty, forging alliances with relevant others of group members; turning over control to group members, inviting the whole person to participate and maintaining a dual focus on individual change and social reform.

## SATURDAY PLENARY 8:00 AM—9:00 AM *Hudson Room*

### **When is a Group Not a Group?** *Mark Doel, Sheffield, United Kingdom*

We know that a group of people standing at a bus stop is not a group (even though we call them one); and that a group of people working closely together to support one another or to achieve a collective goal is. What about all those situations in between? Are they groups? And does it matter?

## SUNDAY PLENARY BREAKFAST 8:00 AM –9:30AM *Hudson Room*

### **Ways to Pass Through the Gate: Group Work Keeps Moving** *Ingrun Masanek, Norden, Germany & Sonia Spelters, Mönchengladbach, Germany*

Every group enters unknown terrain, claims new space, tries to find its place. We as a group of group workers are looking for ways to get people excited about human interaction, authentic encounter and empowerment at a time when virtual communication and standardized treatment programs flourish. Where do we go from here? Let’s create and share a vision of group work beyond boundaries. Let’s carry it to Cologne in 2008 and take it further. A symposium in Germany may be a beginning. Of what? And how? It’s time to find out.

## MORNING HALF-DAY INSTITUTES

9:00 AM – 12:00 PM

### ADVANCED SKILLS OF WORKING WITH GROUPS: THE MIDDLE PHASE OF PRACTICE

*Alex Gitterman, West Hartford, CT*

Central to the discussion will be ways in which group members' ambivalence can lead to the illusion of work, i.e., passive resistance, intellectualization, and testing. The role of the "deviant" group member (scapegoat, monopolist, clown) will also be explored. A model for understanding and working with internal group difficulties as part of the work will be presented and illustrated with examples from the instructor's and participants' own practices.

***Liberty 1***

### DEALING WITH SMALL GROUP CONFLICT: SEVEN KEYS FOR HELPING PEOPLE MAKE MEANING OF THEIR DIFFERENCES

*Dominique Moyse Steinberg, NY, NY*

The purpose of this Institute is to develop participants' ability to help groups transform conflict into meaningful food for thought, growth, and change. It will offer a conceptual framework of conflict as difference and promote difference as a legitimate tool of mutual aid. Conflict can be useful, but it is not inherently so; and under a misguided *baton* conflict can destroy groups. It is essential, therefore, that group workers know how to set the stage for, catalyze interaction around, and help members see conflict as opportunity for meaningful exploration of differences. Large-group discussion and small-group exercises will provide opportunities to engage in self-reflection, compare strategies and implications, and discuss applicability of concepts and principles to their particular worlds of work.

***Palisades 1***

### FIELD EDUCATION AND SOCIAL WORK WITH GROUPS

*Carol S. Cohen, Garden City, NY*

This institute is designed for both new and experienced field instructors planning group work assignments and teaching practice skills, including developing a new group service and enhancing mutual aid among members. Attention will be given to process recording formats, evaluative tools, and supervisory approaches. Direct examples from workshop participants will be encouraged.

***Liberty III***

## AFTERNOON HALF-DAY INSTITUTES

1:00 PM – 4:00 PM

### WHAT IS EVIDENCE BASED GROUP WORK AND HOW DO I DO IT?

*Mark Macgowan, Miami, Florida*

Accountability, the values and ethics of social group work, and the growing research on groups require that we integrate the best available evidence into our groups. Building on recent advances in evidence-informed practice and the tradition of research and practice in social group work, the presenter will: 1) introduce a framework for advancing evidence-based group work (EBGW), 2) provide resources and materials to guide participants in EBGW, and 3) describe how it may be helpful to improve our practice with group members.

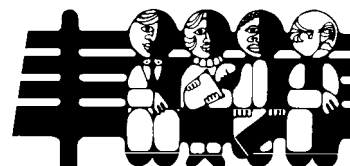
***Palisades 1***

### FROM RUBBLE TO RESILIENCE: GROUPS FOR HELPING FAMILIES AND COMMUNITIES INCREASE RESILIENCE & CAPACITY FOLLOWING MAJOR DISASTERS

*Mark Smith, Miami, Florida*

Following large-scale disasters, survivors' connections with each other and with essential social resources are severed. Everyday rituals that sustain meaning and identity are disrupted. Historically, social work and social workers have been central in the public's response to the human tragedies disasters precipitate. The unique role contemporary social group work can play in helping disaster survivors rebuild their families and communities is rapidly developing into a distinct group practice modality, and re-establishes the link between our professional response and social work's core values and beliefs. This workshop reviews current knowledge and practice standards and offers models for the effective use of groups to help both families and communities.

***Liberty 1***



# FRIDAY, JUNE 29, 2007

**Breakfast**  
**7:00 AM—8:00 AM**

**MORNING PLENARY SESSION**  
**8:00 AM—9:00 AM**

## **Gatekeepers, Gate Crashers, and Gateways in Group Work with Kids**

**Andrew Malekoff**, North Shore Child and Family Guidance Center, Roslyn Heights, NY

This plenary will explore obstacles and opportunities for group work with children and adolescents. Themes will include assuming a stance of uncertainty, forging alliances with relevant others of group members, turning over control to group members, inviting the whole person to participate and maintaining a dual focus on individual change and social reform.

**Hudson I, II, III**

**WORKSHOPS AND PAPERS**  
**SESSION 1**  
**9:15 AM -10:45 AM**

**FRI 111 Working with the Group Each Session: Beginning, Middle, and Ending Phases**

**Martin L. Birnbaum**, Wurzweiler School of Social Work, Yeshiva University, New York, NY

Group work methodology recognizes that single sessions have beginning, middle and ending phases. The ending phase is most neglected. This presentation aims to conceptualize the ending phase looking at its generic and specialized application to different group types and populations. It explores common ways practitioners end sessions; obstacles to implementing sessional endings, benefits that purposeful sessional endings have for the individual and group, and practice skills needed to conduct these endings.

**Liberty 1**

**FRI 112 Group Work Practice within the Contemporary Landscape of Social Services**

**Harriet Goodman**, Hunter College School of Social Work, New York, NY

This workshop will discuss how contemporary trends in social work and social work education influence the delivery of group work services. The session will identify ways group workers may passively accept practice constraints and promote ways in which social group workers can maintain practice standards by reframing the conditions of their work.

**Liberty II**

**FRI 113 Family Team Conferencing: Task Oriented Group Practice to Promote Permanency**

**Michael Wagner**, Children's Aid Society, New York, NY

Family team conferencing as a method and strategy for child welfare reform is a welcome addition to practice; however, it underutilizes the role of facilitator of this *task-oriented* group. Learn how to make each conference an effective group experience and refine the specific social group work skills for effective facilitation.

**Liberty III**

**FRI 114 From Beginning to End: What's My Favorite, The Magic World, and Other Activities for Group Work with School Age Children**

**Susan Ciardiello**, Larchmont-Mamaroneck Community Counseling Center, Mamaroneck, NY

In this presentation, selecting activities according to the stage of group development will be highlighted. A selection of activities developed by the presenter that enhance engagement, social awareness, and group cohesion during the beginning, middle, and ending stages will be taught and some will be practiced experientially. These will include: What's My Favorite, Friendship Stew, Problem Pudding, The Magic World, and The Good-bye Book.

**Puppets, Pokemon, and Paper Mache: A Developmental View of Group Work with Children**

**Jessica Richards**, Erikson Institute; **Meghan Greeley**, Erikson Institute; **Shirley Simon**, Loyola University, Chicago, Illinois

This dynamic and collaborative paper will outline specific developmental information relevant for group work with various age groups, including cognitive, social-emotional, language, and motor development. The presenters will share a chart tailored for group work summarizing the developmental agenda of each age group and discuss illustrative case vignettes with attendees.

### ***Palisades I***

#### **FRI 115 Moving from the Role of Social Worker to Supervisor: A Group Worker's First Attempt at Group Supervision**

**Julie Rhoten**, Stanford Settlement Neighborhood Center, Fair Oaks, CA

This paper will explore challenges and opportunities for providing a group supervision experience for staff and students from a "new" supervisor's perspective. It will describe how a long-time group worker attempts to translate group work principles from direct practice to supervision with group work staff and student interns.

#### **All for One and One for All: An Analysis of a Peer Driven Supervision Group for Social Group Work Professionals**

**Joanna Pudil**, Project Stay, New York, NY; **Diana Halperin**, Harlem Legal Services, NY, NY; **Clare Kaplan**, Brooklyn, NY; **Mo Cohen**, New York, NY

Most professional social work environments lack supervision specifically designed to meet the needs of social group workers. After leaving the graduate school environment, social group workers, therefore, have to creatively seek out or develop alternative methods for continuing their professional development in group work. This presentation will discuss the benefits and challenges encountered in creating a peer supervision group to meet this critical need for social group work professionals.

### ***Palisades II***

#### **FRI 116 The Contribution of Social Group Work Skills to the Collaborative Model of Divorce**

**Alison Johnson**, Private Practice, Louisville, Kentucky

Fault-based divorce in North America is filled with anxiety, fear, shame and guilt and led professional to a new paradigm of "no-fault" divorce where partners work together to dissolve marriage equitably and respectfully. Attorneys are ill-trained for true collaboration and need help. This paper proposes that social group workers are ideally suited to this multidisciplinary, client-driven process.

#### **Quantitative/Qualitative Study Reveals Group Dynamics in a Psychoeducational Group for Marital Distress**

**Lynn Turner**, Center for Relationships, Alexandria, Virginia; **Bradley Belsher**, Pacifica Graduate School of Psychology, Mountain View, CA

With data collected over twelve years of classes in 46 clinical settings to 80 groups in 39 locations, the study used an embedded quantitative/qualitative methodology to evaluate and explore a manualized, multilevel process model of change. Quantitative results were positive while qualitative results indicated strong mutual support.

### ***Holland I***

#### **FRI 117 D.E.E.P.: Using a Transitional Model to Implement and Sustain an Effective Youth Leadership Group**

**Kim Dennis-Walker**, ACS, New York, NY

This interactive workshop examines adult attitudes and approaches to working with and planning with adolescents. We will explore strategies to combat challenges faced in the adolescent group process. Through a series of activities and exercises, participants will have an opportunity to explore ways to engage youth within a group. Participants will examine various group process models as they relate to the effectiveness of the adolescent group, in particular, the William Bridges transition model to support adolescent development.

### ***Holland II***



**FRIDAY**  
**SESSION 2**  
**11:00 AM –12:30 PM**

**FR 121 The Missing Link: Using Group Work to Build Community in a Social Work Program**

**Ann Bergart, Susan Ross, Gloria Rosenbaum, Kimberly Berta, Pamela Leonhardt, Marie McKee, Charles Sterbis**  
Aurora University

This workshop will describe an orientation event for incoming MSW students, created and led by a student-faculty team. Group work activities increased students' comfort and helped them build connections with peers and faculty so they could begin to feel a part of the school community. One of the key activities will be demonstrated with workshop participants.

***Harborside I***

**FR 122 The Grandmothers Gathering: A Solidarity Movement Informed by African Women Caring for Children Orphaned by the Aids Pandemic**

**Patricia Moffat**, The Older Women's Network, Toronto, Canada; **Dorothy Ghettuba**, Stephen Lewis Foundation

The presenters met at a two day Grandmothers Gathering of 100 African and 200 Canadian grandmothers held in Toronto before the 2006 International Aids Conference. The focus of this social justice workshop will be on empowerment and community development, with particular reference to the use of e-mails and websites to enhance communication and collaboration in an international project.

***Palisades I***

**FR 123 Wilderness Therapy as a Mechanism of Alternative Service Provision for At-Risk Adolescents: Program Design, Outcomes, and Evaluation**

**Todd Orvitz**, University of Toronto, Toronto, Canada

The purpose of this paper is threefold: (1) to provide a comprehensive overview of the principles that guide wilderness therapy; (2) to discuss the social situatedness of youth-at-risk and demon-

strate how wilderness therapeutic groups meet their correlative needs; and (3) to evaluate a wilderness therapy practice run by the author.

**Evaluating Hip Hop Heals: A Rap Music Group Therapy Intervention Aimed at At-Risk Youth and Young Adults**

**Lauren Collins**, Laudable Enterprises, New York, N.Y.

Hip Hop Heals is an innovative, forward thinking, therapeutic group model. Its goal is to engage an at-risk or delinquent adolescent population in a process of mutual aid through a familiar medium: rap music. Come explore the benefits of a culturally sensitive and appealing group intervention model aimed at engaging a hard to reach population.

***Harborside II***

**FR 124 A Group Work Model in Child Welfare in Response to a Child Fatality**

**Alexis Howard**, NYC Social Work Consortium; **Bryan Warde**, Lehman College; **Carol Cohen**, Adelphi University; **Christiana Cummings**, ACS

As a result of the crisis last year, the Administration for Children's Services, The NYC Social Work Consortium and the Schools of Social Work collaborated to facilitate the Child Welfare Field Education Model Initiative, which was developed to enhance skills, mentor and coach 70 field instructors in child protection. These group seminars were facilitated by faculty members over a period of eight months.

**Empowering Children Through Art and Expression: Culturally Sensitive Ways of Healing Trauma and Grief**

**Paul Johnson**, University of Southern Maine, Portland, ME; **Bruce St. Thomas**, Westbrook St. Psychotherapy Association, S. Portland, ME

The aim of this paper is to demonstrate that traumatized children have the potential to lead the healing process. This paper will show that through interpersonal relationships and action-centered activities, children are able to undertake this course of action, *and explore the healing potential of play, creativity and expression.*

***Liberty I***

**FRI 125 Using Groups to “Coach” Professionals in Work Settings**

**Greg Tully**, New York University School of Social Work, New York, NY

Organizations are hiring social workers to provide group facilitation for workers from across the world seeking coaching for workplace related issues. Group leaders assist group members in achieving goals related to individual, team, and workplace growth and satisfaction. Many of the benefits that the practice of social work with groups provides such as universality, a sense of hope, reality testing, altruism, acquisition of knowledge and skills, mutual support, and cohesiveness are experienced by group members in these workplace coaching groups. This presentation will outline and describe in detail this work.

**Holland II**

**FRI 126 Group Supervision as a Space for Personal and Professional Growth and Development**

**Orit Nuttman Shwartz**, Sapir Academic College, Negev, Israel; **Sarit Shay**, Tel Aviv University, Tel Aviv, Israel

This workshop will explore the meaning of group supervision as a medium for personal and professional growth. We will start with a short presentation on basic concepts followed by an experiential phase in which the participants will take a role playing interaction between supervisor and supervisee in group. Reflection and conceptualization of the uniqueness and complexity of group supervision will be used as a basis for processing the session with the participants.

**Liberty III**

**FRI 127 Leadership Skills in Memoir Groups to Help Older Adults achieve Ego Integrity**

**Leonard N. Brown**, Rutgers University School of Social Work (Retired), New Brunswick, NJ

Participants become a memoir group and write about a significant event in their role as an older adult (self or another). Based upon Erikson's life stage model, the emphasis is on the eighth stage (ego integrity). In the writing, they will use a “strengths perspective” from psychology and social work to reach for ego integrity. The workshop will identify specific leadership skills in organizing, leading, and evaluating a memoir group.

**Palisades II**

**FRIDAY  
SESSION 3  
2:00 PM –3:30 PM**

**FRI 131 A Look Behind the Scenes: Creative Activities to Encourage Youth Leadership & Build Community**

**Julie Stein Brockway**, Center for Family Life, Brooklyn, NY

In this workshop, middle and high school members and staff of Center for Family Life's “Life Lines” Community Arts Project will engage participants in group games and theater exercises that promote communication, leadership, and collaboration. “Life Lines” teens and staff will share their model of social group work practice in which participants are encouraged to become active contributors to a group and to their community. Emphasis will be on the purposeful use of group experiences and activities to promote individual growth and create a sense of community through a focus on relationship-building, predictable stages of group development, group dynamics and the unique social-emotional needs of middle and high school youth.

**Harborside I & II**

**FRI 132 Open-ended and Open-door treatment Groups for Young People with Mental Illness**

**Susan Mason**, Yeshiva University, New York, NY

Open-ended and open-door groups for the treatment of young people with mental illness provide treatment that recognizes that much of group work takes place in settings that require open-ended groups, especially for people with serious mental illness who will require years of therapy. The experiences of the clinicians and the benefits, planning and implementation of open-ended/open-door groups are described.

**Linking and Inclusion in Group Work: Using the Needs ABC Integrated Approach to Help Group Members Feel More Connected and Included.**

**Tom Caplan**, McGill University School of Social Work, Montreal, Canada

Seemingly homogeneous groups contain a wide range of etiologies, needs and expectations among clients. This

paper describes how the integrative Needs ABC approach helps clients to feel more included in the group work process and further the progress of the group while validating the specific context of individual client situations.

### **Holland I**

#### **FRI 133 Art Therapy, Social Work, and Group Treatment: Integrating Approaches with Traumatized Clients**

**Drena Fagan**, Art Spa: Therapeutic Art Studio, Brooklyn, NY

The goal of this workshop is to engage participants in a hands-on art therapy project in order to gain a greater understanding of how to more effectively integrate the arts into group work with traumatized clients. The art activity will provide an expressive outlet for the participants themselves—a chance to blow off steam or address issues related to compassion fatigue and secondary trauma—as well as providing a parallel-process context for discussions on how trauma-centered, best-practice interventions (like CPT, CBT, and supportive psychotherapy) can be enhanced through the integration of non-verbal treatment modalities.

### **Holland II**

#### **FRI 134 Secrets of Confidentiality in Groups in Child Welfare**

**Carol Cohen**, Adelphi University School of Social Work, Garden City, NY; **Dawn Owens, Eve Taylor**, NYC Administration for Children's Services

We will explore the complex norm of confidentiality in groups, drawing on critical incidents in child welfare practice in which workers and members must face hard choices in how to proceed. This workshop will engage participants from all fields of practice to identify challenges in this area and enhance skills in dealing with confidentiality issues early, explicitly, and in an evolutionary manner, to insure that members' rights are protected and group effectiveness is promoted.

### **Palisades I**



#### **FRI 135 We're Listening: Group Work with Families of the Deaf and Hard of Hearing**

**Beth Bachman, Patricia Witt**, Lake Drive School for Deaf and Hard of Hearing, Mt. Lakes, NJ

This workshop will use a combination of lecture and discussion to explore the approaches used by these workers to find commonalities, sharing ideas, normalizing the experience, and strengthening goals. Also addressed will be the skills needed when there are shifts in outcomes, philosophy and dreams of the families, the first line of support. Explore how a group, the workers and the topics can stay fresh and relevant while “the earth is moving from under their feet”.

### **Palisades II**

#### **FRI 136 Parenting Skills Group Work for Expediting Permanency**

**Michael Wagner**, The Children's Aid Society, New York, NY

A pre-group planning misstep in group needs causes many very effective parenting skills groups to fail at successfully promoting early permanency for those parents involved in the Child Welfare System. An exploration of Families for Reunification's development allows participants to explore strategies for promoting effective permanency practice in foster care.

### **Liberty I**

#### **FRI 137 Within and Through Groups: Enhancing Knowledge and Skills Through Group Work Opportunities in New York City's Public Child Welfare Agency**

**Selina Higgins, Dawn Picone**, NYC Administration for Children's Services

This workshop will present on the “Group Work Work Group”, NYC's public child welfare agency's strategy to enhance the utilization and quality of group work practice. It will also provide interactive facilitator training on Parenting in Today's Society, a parenting skills model effectively utilized by the agency to reduce recidivism.

### **Liberty II**



**FRIDAY  
SESSION 4  
3:45 PM –5:15 PM**

**FRI 141 Groups: Gateways to Change**

**Hope Horowitz**, Marywood School of Social Work, Allentown, PA; **Susan McDonald**, Kurtztown University, Kingston, PA

Social workers challenge social injustice to create gateways to change. Through the grassroots efforts of groups of undergraduate, graduate social work students and concerned citizens, this workshop will illustrate how the use of a group work model brought people together for a common purpose to help those affected by Hurricane Katrina. A prom dress collection of over 2200 dresses and a collection of starter kits for those moving into FEMA trailers will provide examples of the power of groups.

**Palisades I**

**FRI 142 Baby & Me: Playtime for Everyone! A Developmental Playgroup Model for Parents with Infants and Toddlers in Foster Care**

**Sharmeela Mediratta, Anna Solomon**, NYC Administration for Children's Services

This presentation will focus on an innovative parenting support and education model developed by SCO Family of Services. The developmental playgroup, Baby & Me, was developed in response to the pressing need for higher quality interaction between parents and infants and toddlers in foster care. Fathers and mothers are able to benefit from hands-on teaching in a non-judgmental environment that promotes healthy social interaction. Baby & Me enables parents to learn from other parents and facilitators; helping them to build strong supportive networks

**"Things You Should Have Learned in School but Didn't: Perspectives on Group Work with Children and Adolescents in Domestic Violence Programs.**

**Jennifer Longo, Colleen Muchowski**, Loyola University, Chicago, IL

Two recent MSW graduates will describe their experi-

ences leading groups with children and adolescents in domestic violence shelters, identifying specific learning and strategies to address the unique needs and strengths of group work with youth who have witnessed domestic violence. This presentation will also discuss the discrepancies between group work education in the classroom and the realities of practicing group work in the field.

**Palisades II**

**FRI 143 Children Exposed to Domestic Violence: The Myths, Realities, and Benefits of an Early Intervention Program using a Group Work Modality**

**Alison Pancer, Janice Shaw**, Jewish Family and Child Service, Toronto, Canada

This workshop will provide an overview of the impact that exposure to domestic violence has on children and teens. Myths and realities related to this population will be explored and a brief overview of a Canadian based early intervention program using groups to work with children, teens, and their mothers will be presented.

**Liberty I**

**FRI 144 A Parenting Group for Parents of Teens: A Workshop for Parents with Troubled and Difficult Teens**

**Dawn Picone**, NYC Administration for Children's Services, New York, NY

This workshop will describe teenage developmental stages and special concerns for parents and teens. A parenting group that is goal-oriented will be the focus. A group where parents work together to formulate their own action plans for managing their teenagers will be discussed.

**Liberty II**



**FRI 145 Creating Safety for Involuntary Clients in Groups**

**Kay Goler Levin**, Chicago, Illinois

An increasing number of group members today are involuntary. The ideas and attitudes that help us to engage voluntary clients do not work for those who initially do not want services. Working with the anger and fear of these group members creates the safety that is needed for these group members to engage. This workshop will discuss specific actions group workers must take and the theories that inform those actions.

*Liberty III*

**FRI 146 A Feminist Approach: Building Bridges for Women Suffering from Domestic Violence and Substance Abuse**

**Valerie Bryant**, Kean University Department of Social Work, Union, NJ

Through experiential exercises, this workshop will demonstrate empirically-tested group methods to treat women suffering from multiple abuses: domestic violence and substance abuse. A high correlation exists between these two concurrent problems and overarching social conditions and program policies contribute to and escalate women's vulnerability. This workshop encourages social workers to empower survivors to co-construct new and different narratives for their life stories.

*Holland I*

**FRI 147 Women in Transition**

**Lynn Levy**, Yeshiva University, Wurzweiler School of Social Work, New York, NY

This group was conceived by the group worker as an opportunity for women across the age cohorts to share the transitions in their lives; their struggles, confusion, disappointments, and fears as they moved from one stage of life to the next. The group presented a unique opportunity for individuals to help and be helped through the process of empowerment.

**Facilitating Growth for Vulnerable Populations: Through the Gate**

**Norma Lang**, University of Toronto, Faculty of Social Work, Toronto, Ontario

This paper identifies an array of deficits confronting vulnerable populations, and examines the ways in which growth can be facilitated through the varied group work practices currently employed in the profession of social work. A typology is developed of helping technologies in social work groups matched to a continuum of vulnerabilities. A challenge is identified for practitioners to examine the needs of vulnerable populations, and to select the group service form and methodology most appropriate and best able to serve as a gateway to growth.

*Holland II*



# SATURDAY, JUNE 30, 2007

**Breakfast**  
7:00 AM—8:00 AM

**MORNING PLENARY SESSION**  
8:00 AM – 9:00 AM

## **When Is a Group Not a Group**

**Mark Doel**, Sheffield Hallam University, Sheffield, United Kingdom

We know that a group of people standing at a bus stop is not a group (even though we call them one); and that a group of people working closely together to support one another or to achieve a collective goal is. What about all those situations in between? Are they groups? And does it matter?

*Hudson I, II, III*

**SATURDAY**  
**SESSION 1**  
9:15 AM – 10:45 AM

## **SAT 211 Transgenerational Groups: Rediscovering Our Legacy through Groups**

**Scott Anstadt**, Fort Hays State University, Hays, Kansas

Transgenerational community based groups for the older adult population and younger persons will be presented in terms of settings, structure, method, facilitation styles, and benefits on both micro and macro levels. Narrative therapy as it applies to this group process will be illustrated as well as client self evaluation methods.

## **The Use of Art Therapy in Group Work with Older Adults: Growing Through Memory Books**

**Jennifer Clements**, Shippensburg University, Shippensburg, PA

This presentation will illustrate an example of an art therapy group that was facilitated in a nursing home facility. All of the group members were engaged in a mutual aid group that centered on the use of art therapy to develop memory books as a part of a life review process.

*Palisades I*

## **SAT 213 Development of Treatment Manuals in “Group” Work Practice: Conceptualization and Agency Involvement**

**Maeda Galinsky**, University of North Carolina at Chapel Hill SSW, Chapel Hill, NC; **Barbara Muskat**, Integra, Toronto, ON

The purpose of this session is to acquaint people with the process of developing treatment manuals for group work practice. Attendees will understand the process, consider questions they have about manual development, think about manuals they might want to develop, and contemplate the use of manuals in their own group work practice. Following an overview of the process of manual development, we will illustrate this process in the building of a manual for children’s groups.

*Holland I*

## **SAT 213 Tending the Garden: Using Groups to Grow Research in Practice**

**Christa Fouche**, Massey University, Auckland, New Zealand

This presentation will promote an innovative model of academic-practitioner partnership aimed at strengthening research-mindedness and research activity in social service settings. The model, as implemented by a group of researchers in partnership with groups of social service practitioners, will be explained and knowledge gained from this initiative will be discussed.

## **Integrating Process Interventions into a Curriculum-Based School Group**

**Joan Letendre**, University of Connecticut, West Hartford, CT

With increasing frequency, curriculum based groups are used to promote and treat the wide range of behavioral problems that social work practitioners seek to address. School social workers have joined the movement to use curriculum based groups to bring about desired behavioral changes in problem students. However, without applying group work principles and interventions to the live spontaneous group situations that arise, workers frequently miss opportunities to further help members understand, incorporate and practice the very behaviors being offered in the curriculum.

*Liberty III*

### **SAT 214 Soul Drama– Coaching the Soul**

**Connie Miller**, Spring Lake Heights Counseling Center  
International Institute of Soul Drama , Spring Lake  
Heights, NJ

This workshop will begin to demonstrate the process of souldrama, a cross-cultural, spiritual developmental process that takes the group through six stages of faith and spiritual development . During this process the ego and the soul are able to align enabling the person to recognize and move to their higher purpose; therefore putting their intent into action.

#### ***Palisades II***

### **SAT 215 Abused Latina Immigrants’ Satisfaction with Domestic Violence Groups**

**Olga Molina**, University of Central Florida School of  
Social Work, Orlando, FL

The results of a study of immigrant Latinas who participated in one year domestic violence groups in Palm Beach County, Florida will be discussed. The majority of these women are undocumented immigrants making them very vulnerable because of their immigration status.

### **A Cross-Cultural Support Group Model for Women Experiencing Intimate Interpersonal Violence**

**Rose Malinowski**, Trinity Christian College, Palos  
Heights, IL

Women who experience intimate interpersonal violence share common factors in their experience. This paper will explore experiences of women living in Belize and Rwanda who survived intimate violence and present a cross-cultural support group model designed to deal with the impact of the violence and introduce strategies for healing.

#### ***Liberty I***

### **SAT 216 Successful Groups in Large Institutions: the Neonatal Intensive Care Experience**

**Kathleen Quinn**, Child Health, Royal Alexandra  
Hospital and Stollery Children’s Hospital, Alberta,  
Canada; **Richard Feehan**, University of Calgary,  
Alberta, Canada

Introducing a successful group into a large institution can be difficult. Using our experience in the neonatal intensive care unit, we will use a dynamic and interactive process to show participants how to create a family centered group work practice by learning to motivate and engage your institution while providing a healing place for families.

#### ***Liberty II***

### **SAT 217 Key Methods to Enhancing Your Group Practice: From Marketing to Networking to Creating a Plan**

**Michelle Maidenberg**, Westchester Group Works,  
New Rochelle, NY

Workshop attendees will have the opportunities to assess their practice, find their niche markets, learn to actively network and market, and develop a strategic plan and pitch for which to enhance their group practice. Participants will have the opportunity to ask questions pertaining to their specific practice and client population.

#### ***Holland II***

### **SAT 218 Using Structured Activities To Teach Group Dynamics**

**Barney Straus**, Loyola University, Chicago, IL

The workshop will demonstrate how various structured games and activities can be used to teach the fundamentals of group dynamics. Roles and behaviors emerge as the group tries to successfully complete tasks associated with the activities. Emphasis is placed on observing leadership and communication patterns.

#### ***Palisades III***



**SATURDAY  
SESSION 2  
11:00 AM –12:30 PM**

**SAT 221 The Best of Times and the Worst of Times:  
Experiential Classroom Groups as Gateways  
to Growth**

**Carlean Gilbert, Kay Goler Levin**, Loyola University, Chicago, IL

A “natural critical learning environment” is the essential foundation for effective teaching . Experiential groups are vital to group work education because in them students grapple with authentic emotionally charged issues. Authors discuss parameters for managing classroom groups based on findings from seven focus groups of MSW students.

**Reflective Practice and Mutual Aid in Educational Groups: A Gateway to Constructed Knowledge**

**Barbara Hogan**, Chestnut Hill College, Philadelphia, PA

A process model for educational groups led by social workers will be explored as a gateway to constructed knowledge using reflective practice and mutual aid to integrate theory and practice for groups such as students and participants in this session as well as clients.

**Harborside I**

**SAT 222 How Can the Stages of Change Model Help Facilitators Better Engage Abusive Men in the Change Process?**

**Michael Chovanec**, College of St. Catherine/ University of St. Thomas School of Social Work, St. Paul, MN

This paper presents findings on a qualitative study examining group work facilitators engagement of abusive men in the change process and to what extent identified interventions match those suggested by the stages of change framework. Findings will be presented and implications for social group work research and education discussed

**Coming Home: Re-entry Groups for Men Transitioning from Long-Term Incarceration**

**Carl Mazza**, Lehman College of the City University of New York, Bronx, NY; **Byron Coleman**, Westhab,

Inc./Hunter College School of Social Work, Mount Vernon, NY

People transitioning from prison almost always re-enter their communities with a sense of isolation and alienation. Group work can be an effective means of assisting people transitioning from prison back to the larger society. Within the group, the members receive support, guidance, learn how to work new technology, develop a feeling of mutual trust, and share their feelings and fears. Specifically, the group becomes a safe place to discuss their feelings of isolation, alienation and a sense of masculinity.

**Palisades I**

**SAT 223 Group Work in the Classroom: A Dialogue on Effective Teaching Strategies**

**Shirley R. Simon**, Loyola University, Chicago, IL

This interactive workshop presents an opportunity to learn from other educators about strategies, resources, course structures, exercises, and effective classroom management techniques in teaching group work. Led by a group work educator with thirty-plus years of teaching experience, this workshop aims to stimulate reflection and dialogue about our classroom experiences

**Harborside II**

**SAT 224 Social Workers and Summer Camps: A Gateway for Campers, Social Workers and the Social Work Profession**

**Susan Sher**, Ramapo College of New Jersey, Mahwah, NJ; **Meryl Nadel**, Iona College, New Rochelle, NY

The role of social work in the present day resident camp opens camping as a potential field of practice for a new generation of social workers. Social group workers and the summer camp have shared a long and productive relationship. This workshop will allow camp social worker, former campers and staff to share their experience and discuss the future.

**Holland I**



**SAT 225 Learning Techniques and Multicultural**

**Resources: Tools for Groups**

**Gwenelle Styles O'Neal**, West Chester University, West Chester, PA

This session promotes using Universal Design for learning techniques and multicultural literature in group work. Universal Design is the process of creating structures to accommodate participants. Multicultural literature includes culturally diverse examples of life. Practitioners leading groups can use these tools to enhance engagement, stimulate guided discussion, and facilitate growth.

**Liberty I**

**SAT 226 We Tell, We Show, and We Involve: An Academic Service-Learning Approach to Teaching Group Work Practice**

**Reineth Prinsloo**, University of Pretoria, Pretoria, South Africa

This presentation proposes an academic service-learning model for teaching group work practice. Simply put, how can we teach group work practice in a socially responsible way? The point of departure in this paper is that an academic service learning approach facilitates active involvement of all stake holders, the academic institution, the education needs of the student, and the community.

**Entering the New Age of Education while Preserving the Past: Innovations in Teaching Social Work with Groups**

**Barbara Muskat**, Integra, Toronto, Ontario; **Ellen Sue Mesbur**, School of Social Work, Renison College, University of Waterloo, Waterloo, Ontario

This paper will describe three approaches to teaching social work practice with groups in today's technologically enhanced world. Examples from undergraduate social work education will be used to contrast traditional in-class face-to-face teaching with on-line education and an intensive weekend format. Evaluative feedback from students and recommendations for further research will be presented.

**Liberty III**

**SAT 227 From Group Member to Group Facilitator**

**Richard Steinberg**, New York, NY

This presentation is the chronicle of a father whose daughter was murdered, as first a member of, then a facilitator of a mutual aid support group for families who lost loved ones to homicide. It describes the struggle to maintain a professional role while identifying with group members' complicated mourning.

*Chair: Alex Gitterman, West Hartford, CT*

**Models, Metaphors, and Maps: Semiotic Tools for Translating Group Theories into Practice Guidelines**

**James Forte**, Salisbury University, Salisbury, MD

Group workers help diverse clients and collaborate with professionals from many professions. Boundary crossing translation tools can facilitate successful partnerships when speakers use different informal or formal "theoretical" languages. Four translation tools—exemplary models, metaphors, theoretical maps, and conceptual models—will be introduced. My translation of symbolic interactionism will illustrate the use of semiotic procedures to open gateways to group theory resources.

**Palisades II**

**SAT 228 Group Work with Adolescents Having Combined Mental Health and Addictive Disorders: A Model for Co-Occurring Disorders Treatment**

**Marvin W. Clifford**, Ochsner Health Systems, New Orleans, LA

This workshop will present how group work can be helpful for adolescents having both mental health and addictive disorders. Based on a specific model developed by the presenter, adolescents aged thirteen to seventeen are helped, using group work as a primary basis for treatment. Specific skills, techniques, theory, and research will be presented to help social workers in working with this population. Case examples, discussion, experiential exercises and didactic methods of teaching will be used to illustrate the content.

**Holland II**

**SATURDAY  
SESSION 3  
2:00 PM –3:30 PM**

**SAT 231 *Small Structured Group Work in the Classroom: An Effective Approach in the Translation of Course Objectives***

**Maya A. Gibbons, Joshua Okundaye**, University of Maryland, School of Social Work, Baltimore, MD

This paper presents findings from an evaluation of a structured group process teaching method in an undergraduate HBSE course. A content analysis was done on group journals to assess the acquisition of the target objectives. Findings and suggestions for future research and teaching techniques for HBSE courses will be discussed.

**Points North:  
Teaching Group Work in the Far North**

**William J. Pelech**, University of Calgary, Alberta, Canada; **Jill Curd**, Private Practice, Alberta, Canada

This paper describes an innovative approach to teaching group work in the far north. A blended learning approach combining an intensive process oriented and two online learning components (conceptual and consultation) will be described.

***Palisades I***

**SAT 232 *Global Group Work: Continuing Cross-National and Cross-Cultural Examination of Essential Elements of Social Group Work***

**Carol Cohen**, Adelphi University School of Social Work, Garden City, NY; **Mark Doel**, Center for Health and Social Care Research Sheffield Hallam University, Sheffield, UK; **Ingrun Masanek**, Tagesgruppe Norden Family Center, Norden, Germany; **Mary Wilson**, University College, Cork, Ireland; **Deirdre Quirke**, University College, Cork, Ireland

Explore, identify and discuss parameters of community context, group identity and group practice that might be seen as universal. Join us in taking the next step in this ongoing, collaborative action research project on the global nature of social work.

***Holland I***

**SAT 233 *Bringing Outsiders In: Group Work and Art as a Means to Mutual Support and Individual Growth***

**Jerald Frampton**, Odyssey House, New York, NY

The purpose of this paper/presentation is to illustrate a synergistic relationship of art and group work in the effective treatment of severely decompensated addicted adults. The program that will be described is the art program at Odyssey House, a residential community for MICA clients. Anecdotes and stories describing specific projects will illustrate the challenges, pleasures and outcomes of bringing this group work to the mentally ill.

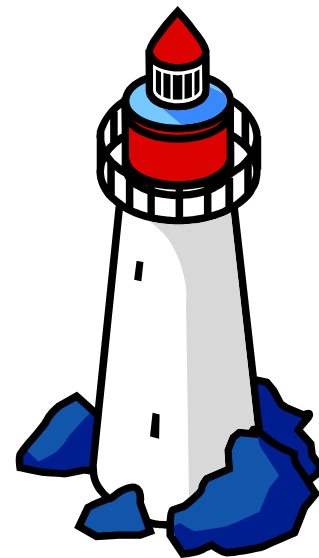
***Palisades II***

**SAT 234 *Can You Hear Me Now? When Cancer Calls: Answering the Barriers of Phone Work When Terminal Illness Rings True (Retrieving Member Messages in Telephone Support Groups)***

**Vicki Hallas**, Graduate, Hunter College School of Social Work

The efficacy of telephone support groups are well documented. Frequently, articles center upon the facilitator's experience, speaking of our own anxiety, frustrations and barriers. This tends to marginalize members, muzzling their voiced similar such trajectory. This paper gives voice to the spoken experiences members shared when facilitating a national TSG for ovarian cancer patients.

***Liberty I***



**SAT 235 The Silver Foxes Group: Growing Older and Living with AIDS**

**Ling-Wai Fung, Nadja Kane, Erin McGarry,** Rivington House, New York, NY

Since the disease process of AIDS has become more “chronic” in nature, persons living with AIDS (PLWA) are living longer and healthier lives. The “Silver Foxes” group was formed and acted as the forum for the “older” PLWAs in a nursing home to cope with the coexistence of growing older and living with AIDS.

**Evidence-base for Organizing Groups for Older Adults Living in the Community**

**Varsha Pandya,** Ohio University, Athens, Ohio

This paper will review what is known about group work interventions with community dwelling older adults and its applicability to an aging, diverse, baby boomer cohort. There is a need for group work researchers to use quantitative methods that use group as a unit of analysis. The paper will discuss the use of intraclass correlation that can potentially measure the influence exerted by group members on each other as one of methods that group work researchers can adopt to generate the confirmatory evidence base in support of group work as an effective intervention method.

**Liberty II**

**SAT 236 Gateway to Success: Emotional Competency Leads to Student Academic Success**

**Alice Schmidt Hanbidge,** K-W Counselling Services, Ontario, Canada,

A comparative analysis of the outcomes of two different emotion management interventions from a 3-year longitudinal, quasi-experimental process and outcome evaluation is presented. Findings from the study conducted by a research collaborative are explored as an example of collaboration and organizational processes around systematic evaluation of groups. Sharing of reflections, lessons learned, and program resources.

**Palisades I**

**Diversity in Groups: When Worker and Members are from Different Racial Backgrounds**

**Alyssa Keel, Penny Ziegler, Caryn Silverman, Shirley Simon,** Loyola University of Chicago, School of Social Work, Chicago, IL

This presentation explores the struggles and challenges of working with group members different from oneself.

Three female Caucasian students assess their experiences working with group members from different racial backgrounds including clients of First Nations and African American heritage. Attendees will have the opportunity to share their experiences with difference.

**Palisades I**

**SAT 237 Understanding and using the new edition of Standards for Social Work Practice with Groups.**

**Linda McArdle, John Ramey,** University of Akron, Akron, OH;

Discussion of the background and application of the Standards for Social Work Practice with Groups, second edition, published by the Association for the Advancement of Social Work with Groups, Inc., in early 2006. This workshop will assist participants in developing an understanding of knowledge, values, skills and tasks related to each phase of work with groups. A case study will provide application of standards in small groups.

**Holland II**

**SAT 238 Teaching Social Work from a Group-as-a-Whole Perspective**

**James J. Canning,** Springfield College School of Social Work, Springfield, MA

In the past, social workers who practiced and became teachers in social work programs naturally applied their training and experience as group leaders to their teaching. Practice with groups makes for better teaching in social work. This paper illuminates the surprising synergy or “rub-off” that occurs when teachers share their group knowledge and skills with students by providing actual group experiences in the classroom.

**Sowing the Seeds for Continual Growth: Student Outcomes of an Experientially Based Group Work Course**

**Kathleen Stauber,** Loyola University, Chicago, IL

The focus of this paper is on the learning outcomes of an experientially based advanced group work course for MSW students. The presentation will review experiential learning and present a four-stage model that was utilized to develop this group work course, its structure, activities, assignments and final outcomes.

**Harborside I**



**BREAKFAST  
MORNING PLENARY SESSION  
8:00 AM—9:30 AM**

**Ways to Pass Through the Gate:  
Group Work Keeps Moving**

*Ingrun Masanek*, Norden, Germany, *Sonia Spelters*,  
Mönchengladbach, Germany

Every group enters unknown terrain, claims new space, tries to find its place. We as a group of group workers are looking for ways to get people excited about human interaction, authentic encounter and empowerment at a time when virtual communication and standardized treatment programs flourish. Where do we go from here? Let's create and share a vision of group work beyond boundaries. Let's carry it to Cologne in 2008 and take it further. A symposium in Germany may be a beginning. Of what? And how? It's time to find out.

**WORKSHOPS AND PAPERS  
SESSION 1  
9:45 AM –11:15 AM**

**SUN 311 Dialectical Behavioral Therapy Groups**

*Ralph Arnone*, Private Practitioner, Bridgeport, CT

The germane question to be addressed by research is the "real world" effectiveness of this very short-term (approximately 12 week) DBT approach with those who present with differing but typical subgroup types of borderline disorder symptoms. This presentation will focus on the unfortunate but very typical borderline symptom of suicidality among adolescent and adult clients. Herein presented are research and clinical considerations addressing the efficacy of DBT in diminishing suicidality as compared to other typical clinical group treatment approaches.

**Eating Disorder Groups**

*Robyn Welk*, Rogers Memorial Hospital, Milwaukee, WI

The purpose of this paper is to investigate the use of concurrent group, individual and family therapy within a residential eating disorder facility. A delicate balance of group exposure and individual process must occur while working with this competitive and comparative population. Group discussion will focus on comparing experi-

ences and perspectives on using different modalities with this population.

*Harborside I*

**SUN 312 Involving Students in Professional Associations: A Curricular Response to the Membership Crisis**

*Shirley Simon*, Loyola University, Chicago, IL

Many professional associations, including AASWG, are currently experiencing a membership crisis. This paper describes and assesses a curricular module designed to address this problem by connecting students and professional associations. It reports on the module's components, its positive impact, key considerations and concrete outcomes. Pre- and post-data is shared.

**How We Got to San Diego: Students' Perspectives on the Benefits of Belonging to a Professional Association**

*Meghan Hennessy, Nina Lieponis*, Loyola University, Chicago, IL

This presentation will address research regarding the benefits of student membership in professional organizations and share methods used by other organizations to recruit and involve students. Specific strategies and methods for increasing student involvement will be identified. Participants will be encouraged to share their personal experiences and the impact that belonging to a group work association has had on their growth as practitioners and educators.

*Palisades I*

**SUN 303 The Integration Gateway: The Needs ABC Model: An Integrative Group Work Approach for Difficult Clients**

*Tom Caplan*, McGill University School of Social Work, Montreal, Canada

The Needs ABC Model is an integrated approach to group work. This workshop will introduce the Needs ABC model and illustrate the advantages of using the integrative strategies inherent in the model's needs-based, emotion-focused, motivational and process-oriented interventions with clients that appear to be difficult or defended.

*Liberty I*

**SUN 314 Integrating the Human Rights Perspective of Social Justice and Social Work Values in a Faith Based Support Group**

**Maureen Himchak**, Kean University, Union, NJ

This experiential workshop will present a value orientation approach for implementing the human rights perspective of social justice in social work practice with faith-based support groups. The six ethical values of the social work profession will be incorporated into the human rights perspective of social justice by using the Tropan Model.

**Liberty III**

**SUN 315 The Use of Videography to Enhance Process and Outcome in a Group of Pre-Adolescent Girls**

**Comer, Edna**, University of Connecticut, West Hartford, CT; **Mendez, Amaris**, The Hospital of Central Connecticut, New Britain, Ct

Program activities that are planned and adapted to meet the developmental level of pre-adolescents and are also interesting, meaningful and fun to the group members, when executed appropriately will benefit the group and increase participation. Through video presentation and a group exercise this workshop will illustrate how use of technology can be interesting and stimulating to the pre-adolescent population.

**SUNDAY  
SESSION 2  
11:30 AM –1:00 PM**

**SUN 321 Practicing Group work in Pastoral Counseling Settings: Two Spiritual Journeys**

**Joan E. Saltman, Deborah Kidwell, Stephon Henderson**, Loyola College, Columbia, MD

This presentation will open an important link between practicing group work in a pastoral counseling setting and a social work setting. A presentation and a video by two clinical graduate students will compare and contrast clinical and pastoral groups.

**Palisades III**

**SUN 322 Welcome to the Family: A Group Work Model for New Staff Orientation**

**Sandra Wolkoff**, North Shore Child and Family Guidance Center, Manhasset, NY

Social group work has an important role in interventions that support the development of skills and agency affiliation for new staff. Successful integration of new staff in the first few months can establish success or failure for new personnel. This paper will describe a group work model to orient new staff to agency history, values, and practice and enhance agency affiliation.

**Holland I**

**SUN 323 Group Work Has RISEN Principle Power: Bust ing the Power-Over Paradigm**

**Kris Drumm**, Wolf Bear Institute, Wilton Manors, FL

Group work precepts are presented as a powerful formula that dispels the oppressive forces that obstruct the growth and freedom of the people we work with, our agencies and ourselves. A mnemonic is used to present this formula and assist practitioners to readily remember and share the concepts.

**Harborside I**

**SUN 324 We Will Survive: Reflections on Our Journey as New Fieldwork Instructors in Group Work Education**

**Craig Sloan**, NYU Hospital for Joint Diseases, New York, NY; **Heather Dupres Burack**, Youth Employment Service, New York, NY

Facilitating the survival of Group Work is exhilarating yet daunting. Workers can carry the traditions of social work with groups as field instructors. This presentation will elucidate a transformation from group worker to field instructor and explore key elements of teaching outstanding group work practice in the field.

**Using Team Concepts to Enhance Student Learning Experiences in Field Practicum in the Context of Group Supervision**

**Laura Racovita**, Neighbor to Neighbor, Berrien Springs, MI; **Mioara Diaconu**, University of Texas at Arlington, Arlington, Tx

This presentation seeks to take group supervision to another level, and follows the experiences of two teams formed in the context of field practicum supervision at a non-profit, faith-based agency in the Midwest. The presentation explores the concepts related to teams, their attributes and experiences, stages of development, and learning.

**Palisades II**

## INTERNATIONAL HONOREE

### LAWRENCE SHULMAN

Larry has been an outstanding social work practitioner, educator, and researcher for over forty years. He graduated Columbia University School of Social Work in 1961, immediately demonstrating his leadership skills in the role of president of the student association. After five years of direct practice experience, Larry accepted his first academic position at Rutgers University (1969-1971). In the classroom, Larry discovered his vocation as well as avocation: he was born to teach, to stimulate minds, and to challenge established paradigms. While completing his doctorate at Temple University in 1971, Larry held positions at University of Pennsylvania, (1967-1969) and McGill University (1969-1974). At McGill, Larry directed a research project at the Center for Learning and Development. (He also learned to speak French.)

In 1967, Larry published his first professional article, "Scapegoats, group workers, and the pre-emptive intervention" in *Social Work*. He boldly conceptualized that the role of scapegoat and the process of scapegoating served a latent function for the group and needed to be viewed and dealt with as a group obstacle rather than as properties of "deviant" individuals. To have your first published article become a classic is an impressive accomplishment! What does one do for an encore? He simply followed with three other important publications: in 1968, "A game-model theory of inter-personal relations" in *Social Work*; and in 1969, "The anatomy of a helping act, in *Social Work Practice*, and "Social system theory in field instruction," in Gordon Hearn (Ed.), *Social Systems Theory in Social Work Education*.

In 1974, Larry was hired as a Professor and Research Project Director at the University of British Columbia. His eleven years in Vancouver were extremely productive. He refined his commitment to the conceptualization and study of professional helping skills, publishing in 1978, "A study of practice skills" in *Social Work*. In 1979, he published the first edition of his best selling textbook (four more editions would follow), *The skills of helping individuals and groups*. In 1981, Larry published *Identifying, Measuring and Teaching the Helping Skills*, and in 1982, *The Skills of Supervision and Staff Management*.

From 1985 to 1997, Larry joined the faculty of Boston University, taught group work and served as Clinical Chair. During this period of time, he co-edited *Mutual Aid Groups, Vulnerable Populations, and the Life Cycle*, published two entries in the *Social Work Encyclopedia* on consultation and supervision, and an important article on teaching, "The hidden group in the classroom: The uses of group process in teaching group work practice." In his "spare time," Larry fund raised for the first Clinton/Gore campaign, co-chairing an event in Boston that raised over 2 million dollars. In recognition of his efforts, he was invited to Little Rock for election eve and to the White House for a reception for the New England Finance Committee. Larry also served as state finance chair for the Mark Roosevelt campaign for Governor of Massachusetts.

Subsequently, he caught the dean "bug" and served as the Dean of the School of Social Work at the University at Buffalo, State University of New York from 1997 to 2003. Recently, at Larry's retirement party the former president of University at Buffalo, State University of New York, deans from other departments, and the current dean described his profound accomplishments. During this period of time and from 2003 to the present he has secured significant grants in such areas as school violence and clinical supervision.

As Larry looks back at his career, he can be proud of his many accomplishments, particularly conducting extensive research on the core helping skills in social work practice, supervision, and child welfare. He has made major contributions to the profession's literature, to the countless number of professionals who have participated in his classes, seminars and workshops, and to the curricula in the schools he served as a faculty member. He is a gifted communicator. All members of the Association for the Advancement of Social Work with Groups can be proud of all his accomplishments. As his close friend, I certainly am.

—Alex Gitterman

## INTERNATIONAL HONOREE

### MICHAEL PHILLIPS

Mike points to 1959 as his year of great professional fortune – he was just out of college, a conscientious objector as a Quaker, and ready to start “alternative service”. He was assigned to a juvenile justice facility on Atlantic Avenue in Brooklyn. It was there that he discovered two of his great loves – Social Work and Brooklyn. This work led to his enrollment and graduation from Columbia School of Social Work and subsequent employment at the Jewish Board of Guardians, where he participated in their training programs. He joined Columbia’s doctoral program, and to prepare, worked with groups in East Harlem. In 1976, he found his academic home at Fordham University Graduate School of Social Service, retiring as a Professor this year. At Fordham he was an important member of the research faculty and was intensely connected to practice and organizations as an instructor, colleague and administrator.

Among his many influential research projects and publications in program evaluation, group work practice and organizational development, *The Mutual Aid Model of Group Services: Experiences of New York Archdiocese Drug Abuse Prevention Program*, gave voice to the experience of group members and poignantly illustrated the power of mutual aid in groups. Other articles, chapters and reports related to social work with groups have included work on teaching group work and groups in teaching, incorporating resiliency themes in groups, confidentiality and norms for outside contacts, and focus group research methods.

Mike counts his three years in William Schwartz’s monthly workshop on group work and teaching as transformative, and he went on to lead the seminar for three years after Bill’s death. Mike is perceptive, knowledgeable, demanding and supportive in his work as a group worker, trainer, researcher and teacher. He has been closely associated with the social service community in the New York Metropolitan area, including long term relationships with Henry Street Settlement’s Urban Family Center and Francis Schervier Home and Hospital. He has worked across fields of practice, contributing in gerontology, child welfare, medical social work, homelessness and poverty. Mike has been committed to the social work profession, serving NASW in many offices, and was honored by the association in 1993. He is a founding member of the Fund for the Advancement of Social Work Practice and has worked closely with the Lois and Samuel Silberman Fund.

Mike has been extraordinarily dedicated to the AASWG, and served as Co-Chair of the 2002 Symposium and as Treasurer from 2003- 2007, during which time he worked tirelessly to insure the fiscal health of the association.

On September 11<sup>th</sup>, 2001 he first checked in with his students at Fordham, and then reported as a volunteer to the bus station, where stranded and stunned people were gathering. Mike’s later relief work centered on a group of cleaners and service workers displaced from the World Trade Center as they moved towards recovery over the next two years.

Mike often tells the story of a fortune cookie he received many years ago that has served as a talisman. The fortune read: *It is better to crawl along on the right road than to speed along on the wrong.* Mike is known for respecting the process and investing the time and wisdom it takes to get the job done. He is guided by a potent combination of morality, curiosity and tenacity – moving ever forward and collectively, making a tremendous contribution.

-- Carol S. Cohen

## LOCAL HONOREE

### LEONARD BROWN

After receiving his master's degree in social work as a group work major at Case Western Reserve University, Len worked with groups at a settlement house, psychiatric hospital, and mental health center before joining the faculty at the Rutgers School of Social Work in New Brunswick, New Jersey in 1960. Soon after arriving at Rutgers, he started taking doctoral courses at the Columbia School of Social Work, and after several years received his doctorate from Columbia, being one of last graduates to be able to major in social group work.

While at Rutgers, he taught the full sequence of four courses in social group work, as well as group dynamics, direct practice, and electives in the master's and doctoral programs. He became chairperson of the Social Group Work Sequence. He was one of the first faculty members at the University to use video tape in his teaching, eventually producing seven video tapes. The last tape, *Problem-Solving in Group Work*, has been purchased by schools of social work in this country, Canada, and Australia. In 1991, Len published a textbook in social group work called *Groups for Growth and Change*. During the years at Rutgers he continued working with groups in the community, including men and women in the inner city of New Brunswick who had alcohol problems, at-risk adolescents in a middle and high school as part of a delinquency prevention project of a family service agency, and wellness programs at a hospital and child protective agency to help staff manage work stress.

In the early 1970's, he and Dr. Martin Birnbaum helped to organize the New Jersey chapter of AASWG. In the ensuing years Len presented papers and workshops at the group work conferences, many articles being published in the *Social Work with Groups* journal.

In 1991, Len retired from Rutgers after 31 years and visited Australia, where he taught some group work classes and did research at the school of social work in Melbourne and also taught a class in Adelaide. When he came back to the States, he did part-time consultation in group work at a Jewish Family Service agency and organized the Institute for Group Work Education, where he and others offered workshops to social workers in the community so they could fulfill their requirements for licensing. During this time he became interested in collage art and writing his autobiography, which included photos of his life and art work, as well as stories of his life. His passion for teaching has continued with seniors, offering short courses in collage art and memoir writing. He will also teach *Group Dynamics* at Rutgers in the fall of 2007, continuing his involvement in social work education.

—Martin Birnbaum



Department of Social Work

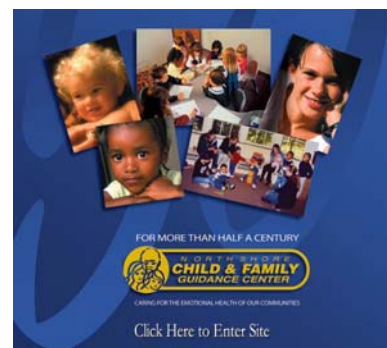


## Goddard Riverside Community Center



## Big Brothers Big Sisters of New York City

Newfoundland & Labrador, Canada



## SYMPOSIA THEMES OVER THE YEARS *page 1*

I	1979	CLEVELAND, OH <b>Social Work with Groups</b>	November 29-December 1
II	1980	ARLINGTON, TX <b>Group Workers at Work: Theory and Practice for the 80's</b>	November 20-22
III	1981	HARTFORD, CT <b>From Practice to Principles: Reaping from the Field</b>	October 19-21
IV	1982	TORONTO, ON <b>Patterns in the Mosaic: Patterns and Issues in Contemporary Practice: Purpose, Context, and Technology</b>	October 20-22
V	1983	DETROIT, MI <b>Innovations in Social Group Work: Feedback from Practice to Theory</b>	October 20-22
VI	1984	CHICAGO, IL <b>A Time for Influence, Competence and Values...Alienation, Disenfranchisement, Powerlessness and Helplessness; Group Work Linking Individual and Society</b>	October 25-28
VII	1985	NEW BRUNSWICK, NJ <b>Roots and New Frontiers: Building Leadership for Tomorrow</b>	October 24-27
VIII	1986	LOS ANGELES, CA <b>Creative Connections: Advancing Theory and Practice</b>	October 23-26
IX	1987	BOSTON, MA <b>Reaching Out: People, Places, and Power: A Challenge to Professional Social Workers, to Models, Practice and Delivery Systems</b>	October 28-31
X	1988	BALTIMORE, MD <b>Social Work with Groups: Expanding Horizons</b>	October 27-30
XI	1989	MONTREAL, PC <b>Innovation - Tradition: Social Work with Groups and the Challenge of Change; Le service social des groupes et le défi de changement societal</b>	October 26-30
XII	1990	MIAMI, FL <b>Working from Strengths: The Essence of Group Work</b>	October 25-28
XIII	1991	AKRON, OH <b>Capturing the Power of Diversity</b>	October 26-29
XIV	1992	ATLANTA, GA <b>Social Work with Groups: Yesterday, Today and Tomorrow:</b>	October 31-November 3

## SYMPOSIA THEMES OVER THE YEARS *page 2*

- |        |      |  |                        |
|--------|------|--|------------------------|
| XV     | 1993 | NEW YORK CITY  | October 21-24          |
|        |      | <b>Group Work Practice in a Troubled Society: Problems and Opportunities</b>   |                        |
| XVI    | 1994 | HARTFORD, CT   | October 27-30          |
|        |      | <b>Voices from the Field: Group work Responds</b>  |                        |
| XVII   | 1995 | SAN DIEGO, CA  | October 26-29          |
|        |      | <b>From Prevention to Wellness through Group Work</b>  |                        |
| XVIII  | 1996 | ANN ARBOR, MI  | October 24-27          |
|        |      | <b>Rebuilding Communities: Challenges for Group Work</b>   |                        |
| XIX    | 1997 | QUEBEC CITY, PC  | October 23-26          |
|        |      | <b>Crossing Boundaries and Developing Alliances through Group Work; Par-Delà... nos frontières le développement d'alliances par le travail de groupe</b> |                        |
| XX     | 1998 | MIAMI, FL  | October 15-18          |
|        |      | <b>Strengthening Resilience through Group Work</b>   |                        |
| XXI    | 1999 | DENVER, CO   | October 21-24          |
|        |      | <b>Mining the Gold in Social Work with Groups</b>  |                        |
| XXII   | 2000 | TORONTO, ON  | October 19-22          |
|        |      | <b>Social Work with Groups: Social Justice through Personal, Community and Societal Change</b>   |                        |
| XXIII  | 2001 | NORTHEAST OHIO (Cleveland/Akron)   | October 11-14          |
|        |      | <b>1923-2001 and Beyond: Growth and Development through Group Work</b>   |                        |
| XXIV   | 2002 | NEW YORK CITY  | October 17-20          |
|        |      | <b>Think Group: Strength and Diversity through Group Work</b>  |                        |
| XXV    | 2003 | BOSTON, MA   | October 16-19          |
|        |      | <b>Creating Connections: Celebrating the Power of Groups</b>   |                        |
| XXVI   | 2004 | DETROIT, MI  | October 21-24          |
|        |      | <b>Group Work Reaching Across Boundaries</b>   |                        |
| XXVII  | 2005 | MINNEAPOLIS, MN  | September 29-October 2 |
|        |      | <b>Bridges of Hope Over Troubled Waters</b>  |                        |
| XXVIII | 2006 | SAN DIEGO, CA  | October 12-15          |
|        |      | <b>Tuning in and Orchestrating the Power of Groups: Beginnings, Middles, and Endings: Overture, Movements, and Finale</b>                                |                        |





**Life is Sharing the Same Park Bench.**

The AASWG logo, “Life is Sharing the Same Park Bench,” is by artist John Morrell of Rochester, New York, and is used with his permission. The original may be seen as an outdoor wall mural on the building on the northeast corner of East Ninth Street and Rockwell Avenue in downtown Cleveland. Our use of the logo recognizes our commitment to diversity and to bringing our diverse peoples together.

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## **JOIN AASWG TODAY!**

### ***You are invited to join AASWG.***

Share knowledge and skills with other group workers and become part of the support system in relation to advocacy and action for group work practice, teaching, research and publication. At the same time, enjoy the benefits of reduced rates for registration at the Symposium, for other AASWG programs, and for books and journals from cooperating publishers. The Web Site is [www.aaswg.org](http://www.aaswg.org). An Internet "Group Work" Discussion listserv is offered. *Social Work with Groups Newsletter* is published three times a year.

AASWG functions through the involvement of its members in developing, carrying out and supporting its various activities. The modest annual dues pay for necessary out-of-pocket expenses.

AASWG is an "International Professional Organization" with chapters in many areas of the USA, Canada, and Germany, the India Affiliate, and developing chapters and affiliates in other areas of the world. Join a local chapter or affiliate or help to organize one. Chapters offer a variety of meetings, workshops, conferences, and other activities.

**A membership application is on page 47.**

Please send membership application and payment separately from Symposium registration to AASWG Membership Service, 2303 Winfield Street, Rahway, NJ 07065 USA, 732-669-7852, fax 732-669-7852; [membership@aaswg.org](mailto:membership@aaswg.org).

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