

# SYMPOSIUM SCHEDULE

*Thursday 7 June 2018*

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**8:00am – 17:00pm Registration**

**11:30am – 18:00pm Community Visit**

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The Community Visit takes place in the communities adjacent to the national park. By bus, we will travel to two different child care centres where children go every weekday after school to receive a meal and play in a safe area for two hours. Through music and art (therapy) attendees will spend time with the children and learn about the Sizabantwana Organization running the two centers:

**Amukelani Centre:** Located 5 kilometres from the Impilo Centre, in Marite/Bushbuckridge, this project commenced in July 2008. It initially cared for 30 children, but the numbers of children have grown significantly. The project functions from a double garage attached to a private home of one of the volunteer care givers. The facilities are very basic with cooking and storage of food situated all in one area. Minimal outside recreational equipment exists. The plan is to relocate this project to a nearby permanent facility as soon as funding becomes available.

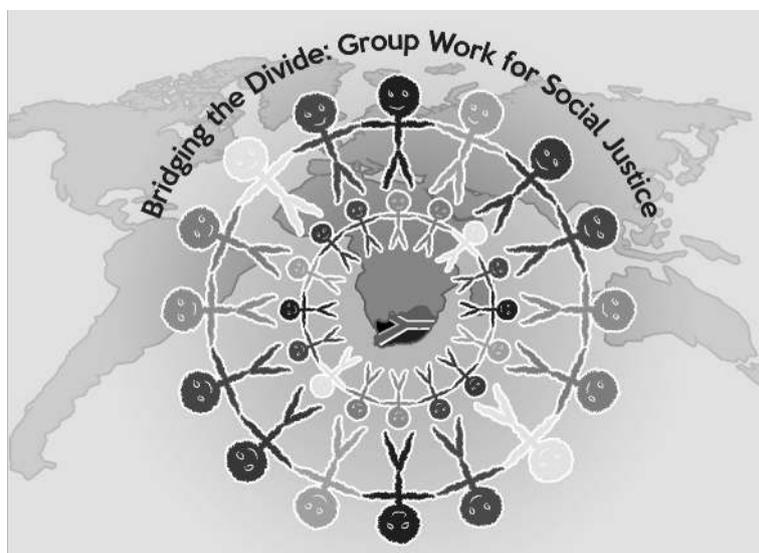
**Siyakhula Centre:** This project is in Alexandria Trust, Bushbuckridge. The project consists of 5 passionate Child Care Workers from the community to support the orphans and vulnerable children. Currently there are 109 children receiving care and support at this centre. This program also functions in a garage where daily meals are prepared for the children, however Sizabantwana continues to do its best to fund raise to buy their own premises within these communities.

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**19:00pm – 21:00pm Boma Braai Dinner & Informal Gathering**

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Join us for an informal opportunity to socialize and connect at a traditional Boma Braai dinner in Skukuza, next to the river. There will be a delicious dinner menu, cash bar, and huge fire. The Boma Braai dinner is optional for anyone who wants to join. The cost is R185.00 per person (payable at the registration table).



**Friday 8 June 2018**

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**7:30am – 17:00pm Registration**

**7:30am – 10:00am Breakfast, Opening Reception, and Sumner Gill Memorial Plenary  
Entertainment by the award-winning *Giyani Society for The Aged Choir***

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**Sumner Gill Memorial Plenary**

**Main Hall**

**Build the Social Justice Bridge: A Photovoice Project for International Social Work Education**

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

This interactive session will explore how social work students from around the world understand the concepts of “social divide” and “social justice” and the role of group work in “bridging the divide” to promote social justice. Based on Photovoice research, symposium participants will use photographs submitted by students to build an art installation, the Social Justice Bridge; to analyze common themes; and to reflect critically on social justice content in group work education.

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

*Reineth Prinsloo is chair of the South Africa Chapter of IASWG, a faculty member at the University of Pretoria since 1989, chair of the South Africa IASWG Symposium, and the 2018 IASWG Honoree. Her full biography can be found on page 13.*

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**10:00am – 11:00am Session 1 - FRIDAY**

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**Main Hall - Ndlopfu (Elephant)**

**Rediscovering the Power of Group Work in Promoting Social Justice for Older Persons**

*Leanne Jordaan, University of Pretoria, Pretoria (South Africa)*

Society has the habitual tendency of treating both older persons and group work interventions with a certain amount of disregard. Whether it be a person, or an intervention; recognising integral value and worth, is fundamental in ensuring sustainability and growth. The premise of this presentation is to highlight the essential role that group work has to offer in forming an integrated, sustainable approach to service delivery within the field of older persons.

**Social Work Engagement in the Community-based Care of Older People in Namibia**

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

The majority of older people in Namibia live in the community rather than in institutional settings and most are cared for by their families. With the breakdown of the extended family system, however, there have been increasing calls for community-based interventions. Informal caregivers work in isolation in complex circumstances without support, which creates further stress as this population increases. This presentation examines a support group program for caregivers within a developmental welfare model.

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## **Room 1 - Ingwe (Leopard)**

### **The Use of Participatory Learning and Action Techniques in Group Work Education**

*Roshini Pillay, Witwatersrand University, Johannesburg (South Africa)*

Group work education should be experiential and the use of Participatory learning and action (PLA) activities such as the River of Life has the potential to support higher order learning, reflection and group cohesion. Course design created the development affective interchanges, sharing and valuing of diverse knowledge. This presentation may offer educators of group work some practical pedagogical ways to transform their teaching and learning practices using PLA techniques.

### **Group Work in the Field: A Survey of Field Supervisors to Assess Group Work's Prevalence and Marketability**

RESEARCH TRACK

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

This session describes and assesses the preliminary results of a survey of field supervisors in a large urban area. The survey explores the existence and desire for group work expertise among field supervisors, their agency's use of groups and skill needs, student group work opportunities in the field, marketability of group work expertise, and supervisors' interest in continuing education in group work. The implications for social work schools, practice and continuing education are explored.

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## **Room 2 - Nda (Lion)**

### **Group Work within the Military: Reconstructing the Standard Working Procedure**

*Dineo Phokontsi, SANDF, Pretoria (South Africa)*

Doing group work within a military context with specific structures and protocol poses unique challenges. This session will discuss the difficulties faced in the military setting and the motivation that inspired the military social workers to renew the construct of group work through retraining, simplifying standard working procedures, and promoting the use of group activities in practice.

### **Using Bibliotherapy and Cinematherapy in Group Work: Increasing Resilience for LGBT Individuals Who Come Out Later-in-life**

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

*Alex Redcay, Millersville University, Lancaster, PA (USA)*

*Amy Freeman, Millersville University, Millersville, PA (USA)*

*Mayte Redcay, Elizabethtown College, Lancaster, PA (USA)*

This entertaining presentation will demonstrate a bibliotherapy and cinematherapy group work exercise that can prepare for and facilitate the coming out process for adults negotiating their sexuality or gender identity later in life. Successfully making this transition can significantly reduce negative stigma, shame, internalized heterosexism and its behavioral health consequences.

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## **Room 3 - Mhelembe (Rhino)**

### **Populism: A Challenge for Group Work**

*David Ward, De Montfort University, Leicester (United Kingdom)*

*Jennie Fleming, Visiting Fellow, Nottingham (United Kingdom)*

While denigrated for links to the extreme right and xenophobia, populism is said also to reflect a resurgence of the will of excluded citizens, inspired, energised and empowered to ensure that their needs are addressed. In this respect there are uncanny resonances with the values championed by groupwork. After a brief examination of the concept, we will challenge participants to consider how groupworkers should engage with populist groupings and movements.

**Mache Men Nan La Men (Going Hand in Hand): The Power of Mutual Aid to Overcome Difference**

MUTUAL AID TRACK

*Roseprimevere Jacques, Barry University, Miami Shores, FL (USA)*

The presentation illustrates the power of groups to overcome prejudice and fear by bringing together middle-aged women from widely diverse social and cultural backgrounds into a system of mutual aid and cohesion. It highlights the benefits of cultural diversity in group work as members become supportive of each other and develop coping strategies to overcome traumatic events.

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**Room 4 - Nari (Buffalo)**

**Hambisela Project: Supporting Parents and Caregivers of Children with Cerebral Palsy**

*Lurinda Prinsloo, Cerebral Palsy Association (Eastern Cape), Port Elizabeth (South Africa)*

Hambisela's Getting to Know Cerebral Palsy Program is a project of the Cerebral Palsy Association in Eastern Cape, South Africa. This presentation will showcase how group work is utilized as a vehicle for change to build skills and support for caregivers of children with cerebral palsy.

**It's That Easy! A Guide to Raising Sexually Healthy Children Explored in an International Context**

*Kristen Perron, MN Chapter, Minneapolis, MN (USA)*

*It's That Easy!* is a toolbox of activities to help parents explore their own beliefs around healthy sexuality and support them in integrating their ever-changing role of primary sexuality educator more courageously, comfortably and confidently into daily interactions with their children. *It's That Easy!* appreciates and respects the values and culture of each family. This will be an experiential presentation exploring the role of parent educator and the applicability of *ITE* across cultures.

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**Skukuza Auditorium**

**An IASWG Chapter According to the Self-Help Group Model:  
The Francophone Chapter Experience**

MUTUAL AID TRACK

*Ginette Berteau, Formation Continue, Cowansville, QC (Canada)*

*Cynthia Martiny, UQAM, Montréal, QC (Canada)*

*Gerald Julien, REZO Community Organization, Montréal, QC (Canada)*

This session compares the evolution of the IASWG Francophone Chapter to the development and characteristics of a self-help group. Lessons are drawn for using this framework to support the development of other chapters or smaller organizations.

**Leadership Challenges and Strategies within Global Organizations**

TRAINING TRACK

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

This presentation discusses salient challenges and strategies when serving in a leadership role of a global not-for-profit organization. Using lessons learned through serving in an IASWG leadership role, the presenter will identify some of the struggles, strategies, and complex issues related to leading a group of members in a global not-for-profit organization.

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**11:00am – 11:30am Coffee Break**  
**11:30am – 12:30pm Session 2 - FRIDAY**

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### **Main Hall - Ndlopfu (Elephant)**

#### **Place, Space and Objects in Groupwork**

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

Building on the success of *Social Work in 40 Objects*, a project to consider social work via a collection of objects, this presentation considers the significance of the physical environment in social groupwork. Specifically, how do we *shape* groups and how does shape affect its success? This presentation will consider this question while also considering the use of objects to develop mutual aid in groups and to help group members to tell their stories.

#### **Experiential Groupwork Exercises in Synchronistic Classes:**

TRAINING TRACK

#### **Clinical Groupwork Training in the Online Classroom**

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

This interactive workshop will share how the instructional team of an advanced clinical practice class focusing on play and art therapy designed and implemented live session groupwork exercises. Participants will learn about the technology needed and the behind-the-scenes work to make these activities successful and lessons learned for future implementation.

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### **Room 1 - Ingwe (Leopard)**

#### **The Here and Now of Group Supervision: Bridges, Differences and Mutual Aid**

MUTUAL AID TRACK

*Donna McLaughlin, Boston University School of Social Work, Boston, MA (USA)*

This presentation will explore the joys and perils of group supervision. The presenter will facilitate a critical discussion that explores *the universality and the diversity* of some core principles in group work as they are experienced in group supervision. We ask the question “what is best practice in group supervision”? The presenter seeks to help participants explore this question while focusing on the experience in ‘the here and now’.

#### **Addressing Power and Privilege in Groups: The Art of Using Reflective Questioning in Supervision**

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

This session describes the actions that a responsive groups supervisor might take when presented with a supervisee’s struggle to effectively address practices of power, privilege, and discrimination when they arise in the group. The presenter shares a series of questions and exercises that a group facilitator can use to engage group members in examining deeply held beliefs, assumptions, and standpoints.

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### **Room 2 - Ndau (Lion)**

#### **Group Member to Group Leader: Bridging the Divide from Experiential Learner to a Facilitator, a Win-Win Situation**

TRAINING TRACK

*Juliet Sambo, University of Pretoria, Pretoria (South Africa)*

This presentation empowers first and second year social work students to conduct group work and reflect on their experience. The first-year students observe group facilitation and the second-year students integrate theory and practice through facilitation of growth groups under the supervision of practice lecturers. This presentation will discuss reciprocal benefits of group work process, learning and reflection from group formation to termination.

**Mutual Invitation as Empowerment: A Group Discussion Technique**

MUTUAL AID TRACK

*Anahi Galante, Service Program for Older People: PROS Program, New York, NY (USA)*

Mutual invitation is a group dialogue technique utilized in multicultural communities and multicultural contexts with the purpose of increasing active listening. Offering an invitation to speak is a way of giving away power and accepting an invitation to share is a way of claiming power. This presentation will illustrate this approach and its applicability to lead community-organizing groups, addressing racism, multiculturalism, and diversity.

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**Room 3 - Mhelembe (Rhino)****Do I Even Matter Anymore? A Psycho-educational Program for Caregivers of People with an Intellectual Disability***Bonita Gordon, University of Pretoria, Pretoria (South Africa)*

Many caregivers of people with intellectual disabilities often experience caregiver fatigue or burnout. Many caregivers often feel guilty when they take time for themselves. This psycho-educational group aims to empower and motivate caregivers to prioritise and manage the needs of their loved-one, while also caring for themselves while experiencing socio-economic injustices or other personal challenges.

**Supporting Community Caregivers: Building a Group Work Programme to Facilitate Patient's Adherence to Antiretroviral Treatment***Roslind Mary Mokwele, North-West University, Potchefstroom (South Africa)*

The group work programme is based on the development of a psychosocial empowerment programme for community caregivers. The aim is to equip community caregivers with knowledge and skills regarding antiretroviral treatment to facilitate patient's adherence.

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**Room 4 - Nari (Buffalo)****Inviting Social Justice: Healing Circles and Expanded Family Therapy**

MUTUAL AID TRACK

*Carolyn Tubbs, St. Mary's University, San Antonio, TX (USA)**Rhea Almeida, Institute for Family Services, Somerset, NJ (USA)*

This presentation incorporates aspects of indigenous healing, liberation psychology, feminism, and expanded family therapy to outline social justice and community building-based treatment for mental health. The presentation seeks to expose participants to an overview of the Transformational Healing Model and provide clinical examples of this circle work to support the model's impact.

**From Grieving to Giving: When Campers Return to Grief Camp as Counselors**

MUTUAL AID TRACK

*Irene McClatchey, Kennesaw State University, Kennesaw, GA (USA)**Steve King, Kennesaw State University, Kennesaw, GA (USA)**Emma Dombay, Kennesaw State University, Kennesaw, GA (USA)*

This presentation describes a bereavement camp model for children and adolescents using a trauma-informed cognitive behavioral group model. The presenters will describe the formation of an unexpected group community – former campers returning as co-counselors who assist the professional social work group leaders. The themes revealed during a qualitative study of this group of former campers will be explored.

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## Skukuza Auditorium

### **A Life Skill Group Work Program for Street Children**

*Elzahne Simeon, North West University, Potchefstroom (South Africa)*

The street child phenomenon is a growing social problem worldwide, and also in South Africa. This program was developed with the overall goal to promote the psycho social functioning of street children in the Thakaneng Child and Youth Care Centre through the development, implementation and evaluation of a life skills group work program. The theoretical perspectives that were used is the strength perspective and the life map technique as a therapeutic tool.

### **Liberation-based Healing: Disrupting Western Eurocentric Perspectives of Practice**

*Rhea Almeida, Institute for Family Services, Somerset, NJ (USA)*

*Carolyn Tubbs, St. Mary's University, San Antonio, TX (USA)*

Understanding and creating liberatory practices requires an analysis of the systems of hierarchies, the systems of knowledge and societal systems that form the Matrix of Coloniality. Embedded within this matrix are systems of health, mental health and education that select and set apart certain members of society from the more valued thereby systemically targeting certain lived experiences. This presentation offers specific decolonizing strategies towards the liberatory path of healing for educators and practitioners.

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**12:30pm – 14:30pm Luncheon**

**Beulah G. Rothman Memorial Plenary**

**Local Symposium Planning Committee Honorees Award Recognition**

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**Beulah G. Rothman Memorial Plenary**

**Main Hall**

### **Sizabantwana: A Story about Doing the Right Thing because the Time is Always Right!**

*Frank Mashego, Manager*

*Minky Makhubedu-Mashego, Coordinator of projects*

*Rita Wasserman, IASWG Member, Volunteer and Social Worker*

*Jaco Lubbe, Chairperson; Japie Lubbe, Treasurer and Marketing*

The story of Sizabantwana is an exemplary illustration of compassion, care, collaboration and dedication to bridge the divide for social justice. In 1999, when a group of young farmers in Hazyview in Mpumalanga in South Africa got to know about the fate of children in their neighboring town, Mariti, they went to action to address the needs of vulnerable children and orphans despite the social, economic, and political turmoil in the country. Group work, with all its dynamics and components came into operation. The farmers, community leaders and volunteers from diverse levels came together with the aim to make a difference and this resulted in the birth of an NGO called Sizabantwana. Sizabantwana care for over 800 children in the Mariti area on a daily basis in a rural area where water and electricity and tar roads are not a given, but a luxury. With a strong and diverse team that give time, resources and passion, they ensure that the children receive a healthy and balanced meal per day and in addition, provide love and tender care through numerous programs. A strong marketing focus ensures donations to assist in running the services. In this presentation, team members and children who are beneficiaries of Sizabantwana will narrate the story of change and working toward social justice and will illustrate action with the words of the famous Madiba Nelson Mandela: "The time is always right to do the right thing!"

*SizaBantwana is a 2018 Local Symposium Planning Committee Honoree. For more about SizaBantwana, see page 14.*

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**14:30pm – 15:30pm Session 3 - FRIDAY**

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**Main Hall - Ndlopfu (Elephant)**

**Five Years of IASWG SPARC Projects: Forum on Project Development and Achievements** RESEARCH TRACK

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

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

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

*Darrin Wolberg, Jewish Community Services, Johannesburg (South Africa)*

The IASWG SPARC Program was launched to "spark" members' innovative group work projects through IASWG endorsement and grants. This session will include an overview of the program, application guidance, as well as successes and challenges. SPARC Projects in areas of research, practice and education will be showcased. Potential applicants and awardees are especially welcome to participate, along with all other symposium participants.

**Continuing Professional Development: Utilising Creative Strategies for Ethical Decision Making**

*Mary Wilson, University College Cork, Cork, (Ireland)*

*Deirdre Quirke, University College Cork, Cork (Ireland)*

Using a combined methodological approach, the presenters will introduce the group to the benefits of the 'common third' as an approach to deliver creative strategies for ethical decision making in the context of sustainable and continuing professional education.

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**Room 1 - Ingwe (Leopard)**

**Narrative Group Therapy: Bridging the Divide with the Elderly**

*Todd Tedrow, George Williams College, Williams Bay, WI (USA)*

Narrative Group Therapy offers a compelling approach to several challenges related to aging. This session will explore the theoretical basis for Narrative Group Therapy and will use an experiential process related to creating a strong narrative in order to demonstrate the core components of Narrative Group Therapy. Participants will be asked to share a challenging clinical situation and to identify how a Narrative Group Therapy process may be considered as an intervention.

**A Holistic Treatment Modality Essential for Recovery: Group Psychotherapy with Persons Who Have Chronic Mental Illness and are Institutionalized**

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

This session highlights the structural discrimination of persons who have chronic mental illness, the prevalence of medication management over group psychotherapy, and the need for group psychotherapy as a holistic treatment modality to promote recovery and integration into the community.

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**Room 2 - Ndau (Lion)**

**The Importance of Group Work for Preventing Behavioral Health Issues and Suicide Among Transgender Individuals**

*Alex Redcay, Millersville University, Lancaster, PA (USA)*

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

*Amy Freeman, Millersville University, Millersville, PA (USA)*

*Mayte Redcay, Elizabethtown College, Lancaster, PA (USA)*

Group work with trans\* individuals is critically important because up to 78% of trans\* individuals who have experienced assault report attempting suicide at least once in their lifetime (Haas, Rodgers & Herman, 2014). Therefore, responding to the mental and substance health needs in group work is critical.

### **Confronting Challenges for Social Work with Groups in South African Hospitals**

*Charlene Carbonatto, University of Pretoria, Pretoria (South Africa)*

Most Africans will first consult with an indigenous health service provider, before consulting a medical professional. Thus, health social workers need this background knowledge and understanding of indigenous medicine in order to understand the group member and where he/she is coming from once in hospital. This presentation will focus on these challenges in hospital settings when conducting group sessions and how they can be addressed.

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### **Room 3 - Mhelembe (Rhino)**

#### **Self-directed Groupwork is Groupwork for Social Justice**

MUTUAL AID TRACK

*Jennie Fleming, Visiting Fellow, Nottingham (United Kingdom)*

*David Ward, De Montfort University, Leicester (United Kingdom)*

Self-directed groupwork is a value-based approach grounded in direct groupwork experience. It is based on partnership. Facilitation provides skilled and sensitive implementation of the self-directed process, whilst the group members define content and outcomes. We will set out the model and its application. Using participatory exercises, participants will engage in consideration of how to practically apply it in their own groupwork contexts.

#### **Steps in the Development of a Comprehensive Text on Group Work and Social Justice**

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

*Robert Ortega, University of Michigan, Ann Arbor, MI (USA)*

The authors have been working for several years to prepare a comprehensive textbook on group work and social justice. The presentation offers a view of the intellectual and practice and ethical considerations the authors worked on in order to prepare the text. Dilemmas they faced and how their own histories contributed to this work will be made transparent.

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### **Room 4 - Nari (Buffalo)**

#### **Odd “Man” Out: Insights and Recommendations on Identity and Social Justice from a Female Groupwork Facilitator of a Male Partner Abuse Intervention Program**

*Stephanie Drozd, Loyola University Chicago, Chicago, IL (USA)*

Groupworkers commonly experience vulnerability based on perceptions of self that differ from identities of group participants. This presentation details the experience and learning of a white female facilitator working with African-American male perpetrators of intimate partner violence in the US. This presentation highlights the need for facilitator narratives, invites attendees to share international odd “man” out narratives through an experiential group activity, and offers universal strategies that utilize difference to enhance therapeutic powers of groupwork.

#### **Re-framing the Experience of the Death of the Marital Relationship as an Opportunity for Growth: A Group Work Programme for Facilitating Post-Divorce Adjustment**

*Assim Alpaslan, University of South Africa, Pretoria (South Africa)*

Divorce, symbolically speaking, may be viewed as the “death” of a marital relationship. By facilitating a process where the death of marriage is reframed, group members unearth opportunities for constructive personal growth and healthy post-divorce adjustment. In This presentation describes a post-divorce guidance programme in which various programme media is employed by group facilitator to allow the divorcee to mourn this relationship loss.

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## Skukuza Auditorium

### **Exploring Facilitation and Leadership in Group-Based Music Education Residencies for Individuals Experiencing Homelessness**

RESEARCH TRACK

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

This session presents an IASWG SPARC funded study investigating the role of facilitation and leadership in group-based music education residencies for individuals experiencing homelessness. Findings suggest that facilitation and leadership fostered increased structure and support throughout the residencies.

### **Students' Access to Technology: Impact on Learning, Teaching, and Practice**

RESEARCH TRACK

*Boitumelo Joyce Mohapi, University of South Africa, Pretoria (South Africa)*

Since the University of South Africa is an Open and Distance Learning (ODL) institution, it utilises various forms of technology to communicate with students. It has, therefore, become imperative for the Department of Social Work to streamline its activities to align with technologically advancing activities. This presentation discusses research findings on the accessibility, use, and impact of technology for student's final year assessments for group work practicals.

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## 15:45pm – 16:45pm Session 4: Invitational Presentations - FRIDAY

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### **Main Hall - Ndlopfu (Elephant)**

#### ***Robert Salmon Invitational Session***

### **Can We Grow in a Task Group: Using Group Work Principles in Team Management**

TRAINING TRACK

*Xikombiso Example Valoyi, Field of Dreams Children's Centre NPC, Skeerpoort (South Africa)*

Task groups are very common, but can group work principles used in treatment groups be implemented in a task group? As a manager of a non-profit organisation, the presenter shares experiences and strategies in motivating teams of volunteers and staff to run more effectively when leaders of these teams implement group work principles and skills normally reserved for treatment groups.

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### **Room 1 - Ingwe (Leopard)**

#### ***USC Invitational Session***

### **Family and Care Plan Meetings during End of Life Care:**

TRAINING TRACK

### **An Interdisciplinary Group Work Approach**

*Maria Gandarilla Ocampo, IASWG California Chapter, Long Beach, CA (USA)*

The presenters will discuss how they use group work theory and skills in family and care plan meetings. Attendees will learn how group work concepts can be used during these meetings for exploration of taboo topics, conflict resolution, and goal setting. Attendees will have the opportunity to role play facilitation of a family and care plan meeting.

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### **Room 2 - Ndau (Lion)**

#### ***Catherine T. Papell Invitational Session***

### **The Use of Adventure and Wilderness Activities to Build Social Justice Capacity in Groups**

MUTUAL AID TRACK

*Christian Itin, Metropolitan State University of Denver/Department of Social Work, CO (USA)*

This presentation will experientially expose participants to a range of adventure and wilderness activities to enhance the capacity of groups to address social justice issues while building upon basic group work principles and practices. Participants will have the opportunity to walk away with activities they can use in their practice and with ideas on how to incorporate this work into their context.

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### Room 3 - Mhelembe (Rhino)

#### ***Roselle Kurland Invitational Session***

#### **Negotiating Racial Diversity in the Classroom**

TRAINING TRACK

*Kyle McGee, Adelphi University; NYU Langone Medical Center, Dept. of Population Health, New York, NY (USA)*

Racial diversity among students is common in most educational settings yet the dynamics and impact of race within the class group can often go unnamed and not discussed. This presentation examines how educators can enhance their ability to facilitate discussions about race with their students, especially when differing racial dynamics and perspectives exist within the group.

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### Room 4 - Nari (Buffalo)

#### ***Social Group Work Practice Invitational Session***

#### **A Recovery Group Model for Mental Health Care Practice**

MUTUAL AID TRACK

*Nontembeko Bila, University of Pretoria, Hatfield (South Africa)*

Social group work practice has always had a strong self-help focus. Personal narratives are often used to raise consciousness, find common ground, unite group members, and reduce feelings of isolation. Recovery-oriented social group work is a new concept in mental health practices. This presentation will explain this innovative approach in connection to social group work theoretical perspectives.

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### Skukuza Auditorium

#### ***Charles Garvin Invitational Session***

#### **Defying the Labels: The Empowering Role of Group Work in a Poverty Alleviation Project**

RESEARCH TRACK

*Abigail Mzayidume, Funanani Trust, Pretoria, (South Africa)*

*Gerna Wessels, Senior Lecturer University of Pretoria, Pretoria (South Africa)*

To be the recipient of assistance in a poverty alleviation project can be a demeaning and humiliating experience. This presentation will discuss the unique contribution of group work in a holistic approach to poverty alleviation. Through the discussion of a case study, it will become clear how group members can be empowered to take ownership of their own development and to live a dignified life despite their circumstances.

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**16:45pm – 17:30pm    Poster Presentations and Coffee Break - FRIDAY**

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### Poster Presentations

Foyer

#### **Educating Undergraduate Group Workers: Increasing Confidence through Experiential Learning**

*Mary Banach, University of New Hampshire, Durham, NH (USA)*

This presentation investigates the impact of experiential learning on student confidence in group facilitation. The study highlights the employment and effectiveness of experiential learning theory in social work teaching. Results also point to increased sensitivity to issues of diversity coupled with student expressed commitment to continuing education for cultural awareness.

#### **Group Work Education: Teaching through Team-based Learning to Address Injustice in the Community**

*Marie Ubbink, North West University, Potchefstroom (South Africa)*

Team-based learning is a group work approach with the purpose of deepening student learning and

promote the development of high-performance learning teams. This presentation explores the benefits of team-based learning from research on the experience of social work students at North West University, South Africa who participated in community engagement projects. This presentation seeks to share innovative teaching strategies for educating social work students and its application to group work practice.

### **A Comparison of Recidivism Rates of Participants in Two Group-based Domestic Violence Perpetrator Programs**

*Michael Lyman, Shippensburg University, Shippensburg, PA (USA)*

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

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

*Paige Bankhead-Lewis, Shippensburg University, Shippensburg, PA (USA)*

*Laurel White, Shippensburg University, Shippensburg, PA (USA)*

Many domestic violence perpetrators are court mandated to attend anger management focused programs, which emphasize individual deficits and the management of negative emotions. AMEND is a group-based intervention program treating perpetrators of interpersonal violence with an emphasis on personal responsibility and recognizing and controlling abusive behavior. This presentation explores the effectiveness of the AMEND program by comparing recidivism rates of AMEND participants and a control group of anger management participants.

### **College Veterans: Academic and Social Group Supports**

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

*Andrew Harris, Plymouth State University, Plymouth, NH (USA)*

Veterans are challenged when transitioning to civilian life after their deployment. These difficulties are intensified by the addition of transitioning to the role of student. This presentation describes educational and social support groups utilized by veterans and reservists on a rural college campus in the United States. Implications for group-based supports and program design for military veterans and reservists will be discussed.

### **Intergenerational Storytelling Groups: College-aged Students and Older Adults in a Rural Community**

*Emily Krueger, Plymouth State University, Grantham, NH (USA)*

Research indicates that intergenerational groups benefit both parties when engaged in mutual storytelling and experience sharing. Both parties' participation in the group creates positive attitudes and changes perceptions each group has of the other. This poster presentation describes the planning, structure, and benefits of a short-term intergenerational group made up of older adults and college students, both integral to a rural college town in the United States.

### **Yoga Groups for Women and Adolescent Survivors of Domestic Violence**

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

Trauma-informed yoga as an intervention for women and adolescents affected by domestic violence is evaluated. Anecdotal and observational evidence from a yoga program in a domestic violence shelter in a large U.S. 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.

### **First Generation College Students: Barriers to Participation in Campus Groups**

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

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

*Alyssa Wilcox, Plymouth State University, Plymouth, NH (USA)*

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

*Brianna Munoz, Plymouth State University, Plymouth, NH (USA)*

First-generation students comprise thirty-four percent of the college population. Research indicates that the experiences of these students differ dramatically from those of more typical students who are considered to be disadvantaged. This poster presentation explores challenges associated with college completion and the impact of participation in on-campus groups. This research project discusses findings, including barriers and benefits, as experienced by first-generation students on a rural college campus in the United States.

### **The Impact of Sober Bars on Recovery Support Groups and the Community**

*Sonja Payne, Shippensburg University, Shippensburg, PA (USA)*

*Michael Lyman, Shippensburg University, Shippensburg, PA (USA)*

*Alicia Colon, Shippensburg University, Shippensburg, PA (USA)*

*Marissa Kosko-Blyler, Shippensburg University, Shippensburg, PA (USA)*

The "Sober Bar" was created out of the need for those wishing to abstain from alcohol to have a place similar to a local pub to congregate. This presentation describes the experience of individuals who visit "The Harbor," a sober bar in the eastern United States. This presentation reveals findings that indicate the advantages and disadvantages of holding group interventions here in bridging the gap between the community and those attending a recovery group.

### **Incorporating Alternate Theoretical Perspectives into Fall Prevention Groups with Older Adults**

*Stephanie Drozd, Loyola University Chicago, Chicago, IL (USA)*

With a rapidly aging population, fall prevention has become a major area of groupwork in the United States. Traditional cognitive behavioral therapy (CBT) fall prevention groups and non-traditional yoga-based groupwork programs have emerged to address this need. This poster presentation offers facilitators an opportunity to appreciate diverse perspectives on "evidence-based" health promotion, recognize the connections between CBT and yogic principals, and provide strategies for integrating alternate theoretical methodologies into older adult groupwork practice.

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## **17:30pm – 18:30pm IASWG Membership Meeting - FRIDAY**

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### **Membership Meeting**

**Main Hall**

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.

**Saturday, 9 June 2018**

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**7:30am – 9:00am** IASWG Board Meeting - Ndau (Lion)  
**8:00am – 9:00am** Breakfast (on your own) – *Saturday & Sunday mornings have been reserved as time for you to explore Skukuza's dining options. See Hospitality information on page 40 for more information.*

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**9:00am – 10:00am** Session 5 - SATURDAY

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**Main Hall - Ndlopfu (Elephant)**

**Moving Beyond the Classroom by Bridging the Divide** TRAINING TRACK  
**between Theory and Practice**  
*Roshini Pillay, Witwatersrand University, Johannesburg (South Africa)*  
*Sarah LaRocque, University of Calgary, Calgary, AB (Canada)*

This presentation is an international collaboration that seeks to contribute to the literature on group education and training in social work. We combine elements of authentic learning to provide pedagogically sound underpinnings for course development in group work education with a framework for field education and professional growth.

**Collaborative Learning in the Classroom: The Use of Groupwork** TRAINING TRACK  
**Skills for Problem-Based Learning**  
*Diane M. Mirabito, New York University Silver School of Social Work, New York, NY (USA)*

This presentation focuses on how problem-based learning, used in a trauma course, utilizes classroom discussions and ongoing, directed, task-focused small groupwork, to involve students in active, collaborative, self-directed learning. Skills used by the instructor, as a coach and group facilitator, will be presented. Quantitative and qualitative data from course evaluations will provide perspectives of students' learning. Benefits and limitations of this pedagogy and strategies to utilize this approach in other classroom settings will be presented.

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**Room 1 - Ingwe (Leopard)**

**Rapid Participatory Research Methodology** RESEARCH TRACK  
*Mamadou M. Seck, Cleveland State University, South Euclid, OH (USA)*

Participants are introduced to the RPRM which is used to unveil local rural communities' needs. It is taught at the NSSSW in Senegal to French Speaking social work students who return to their countries for practice. Consequently, the RPRM is now being implemented in many African countries due to its effectiveness and efficiency not only in revealing social and economic problems but also in enabling local experts to design adequate strategies to address these problems.

**Wearing Two Hats: Groupworker as Researcher** RESEARCH TRACK  
*Hilary Jenkinson, University College Cork, Cork (Ireland)*

This presentation will examine the value of bringing groupwork expertise and skills to the social research process. It will draw from the presenter's experiences of designing and facilitating creative focus groups in the context of research which explored the perceptions and experiences of young people from disadvantaged and marginalised communities in relation to accessing third level education. This session will also explore how groupwork wisdom and skills enhance focus group methodology.

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## Room 2 - Ndau (Lion)

### **Bridging Trauma: Group Work in Jewish Displaced Persons Camps, 1945-1946**

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

Jewish Holocaust survivors in displaced persons camps used social group work to develop community, restore human values, and promote recovery from trauma. Task groups and activity groups served as “bridges in time” that preserved cultural traditions while raising hope for the future. Current mental health research on social memory, citizenship, and hope theory suggest implications for non-deliberative group work with refugees, asylum-seekers, and other migrants today.

### **Building Capacity for Psychosocial Disaster Response in Social Work**

RESEARCH TRACK

*Julie Drolet, University of Calgary, Edmonton, AB (Canada)*

The Alberta Resilient Communities Project is a collaborative research initiative that focuses on the lived realities of children, youth, and their communities in order to inform and strengthen child and youth resilience. In 2013, the southern Alberta, Canada resulted in devastating impacts. This presentation will highlight the work and research findings from the community stream, and present on group workshops designed to build psychosocial capacity in social work for disaster response.

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## Room 3 - Mhelembe (Rhino)

### **Mindfulness Group Activities for Foster Care Youth**

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

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

*Gina Wheeler, Plymouth State University, NH (USA)*

Children and adolescents are experiencing more stress and anxiety today than ever before. For this reason, the incorporation of mindfulness activities as a primary focus to group content is deemed important. This presentation provides an understanding of the value of mindfulness for children coupled with a series of mindfulness activities designed for group implementation.

### **Walking Your Authentic Path: An Innovative Day-Long Mindfulness Group**

*Ariel Botta, Simmons College Doctoral School of Social Work, Cambridge, MA (USA)*

Mindfulness techniques, along with the power of mutual aid, can significantly help youth manage the profound stresses associated with choosing a path of authentic gender expression while living in a culture that still socially constructs gender through binary norms. This presentation explains the benefits and techniques of utilizing mindfulness practices within a group for gender non-conforming youth. Activities shared are easily adaptable for many populations, as well as for group workers to use for self-care.

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## Room 4 - Nari (Buffalo)

### **Creating Loss-Specific Support Groups: Meeting the Needs for Compassion Among Drug-Death Bereaved**

MUTUAL AID TRACK

*Beverly Feigelman, Private Practice, Jamaica, NY (USA)*

*William Feigelman, Sociology Nassau Community College, Jamaica, NY (USA)*

The U.S. is experiencing a drug death epidemic and the bereaved, those left behind after this traumatic loss, often face challenging obstacles to their grieving process, experiencing limited compassionate support due to disenfranchised grief and societal stigma. Groups designed specifically to meet the needs of these bereaved reduce feelings of shame and isolation and promote enhanced mental health. Three support groups models, designed specifically to meet the needs of drug death bereaved, will be discussed.

### **Linking Interventions: Social Group Work in a South African Medical Rehabilitation Facility**

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

*Cara Hubert, University of Pretoria, Pretoria (South Africa)*

This presentation looks at a group work intervention focusing on addressing the unique biopsychosocial needs of members in a health setting in South Africa.

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## **Skukuza Auditorium**

### **Group Work with Teens: Combat Bullying and Youth Delinquent Behaviors**

*Elizabeth Ivy Smit, IFSW, Klerksdorp (South Africa)*

Events of violence and misconduct in the South African schools, at all levels, are on the rise. These incidents impact student learning, behavior, and relationships. This presentation concentrates on the needs of the youth in local schools and seeks to share group work practices to combat bullying, reduce delinquencies, and increase personal effectiveness.

### **P.RE.TURN Concepts for Developing Ubuntu with Returning Citizens for Successful Reentry**

*Brent In, Loyola University Chicago, Chicago, IL (USA)*

Most reentry programs use group format to prepare the returning citizens' return to society. However, the overall success rate is poor. Concerns are that these programs focus on the program procedures and the recidivism rate as the outcome measure and neglect the psychological factors that the returning citizens perceive as important. Case studies of three different reentry program are examined and P.RE.TURN, as a group work principle, is introduced to promote Ubuntu in prisoner reentry.

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**10:00am – 10:15am Coffee Break**

**10:15am – 11:15am Session 6 - SATURDAY**

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## **Main Hall - Ndlopfu (Elephant)**

### **Hosting Conversations to Solve Social Problems: An Undergraduate Course Pilot**

TRAINING TRACK

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

This presentation will share the experience working with 15 students to identify the more critical and divisive issues of today, to review the scholarly literature on facilitating brave and respectful conversations, and to try on skills for facilitating such a conversation in a compassionate manner that surfaces and honors various points of view. Group work theory and models of facilitating constructive conversation will inform a discussion of effecting inclusivity, mutual understanding, and respect worldwide.

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## **Room 1 - Ingwe (Leopard)**

### **We-ness as Wellness: The Potency of Small Group Membership at a Local “Y”**

MUTUAL AID TRACK

*Paul Johnson, University of Southern Maine, Brunswick, ME (USA)*

This presentation describes the two groups that I belong to at the YMCA and the numerous positive outcomes for me and other members of the group. Although they are not “formal groups,” the group work literature talks about the unique qualities, forces of healing, social interdependence, “we-ness,” and affiliative bonds that are important in bringing about individual and social change in our lives.

### **Enhancing Wellness: A Guide for Group Work with Male Adults and Youth in Rural Communities**

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

Social work students have been trained to assess needs and constraints of male and female adults and youth villagers using a RPRM. Findings revealed needs such as access to water, fencing the mosque and kindergarten, housing development, building a community center and soccer field, and public lighting. Constraints include youth unemployment, the “Sesame” program status, and the agricultural machinery.

Suggested intervention strategies aimed at enhancing the socioeconomic conditions and social well-being of the local communities.

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## **Room 2 - Ndau (Lion)**

### **Supporting Cancer Survivors: Using Arts within Groups to Enhance Resilience and Salutogenic Coping**

MUTUAL AID TRACK

*Ephrat Huss, Beer Sheba (Israel)*

The theory of salutogenic sense of coherence claims that meaning, manageability and comprehensibility are the core components of coping, which can be enhanced through group interaction and elucidation of these elements. This presentation explores the power of a shared-reality group dealing with the health-stress of cancer to enhance manageability and comprehensibility using arts-based group work.

### **Stigma and Shame, Hiding and Hurting: A Support Group for HIV and Aids Individuals**

MUTUAL AID TRACK

*Mpho Phoshoko, Catholic Women's League, Pretoria (South Africa)*

Even though HIV and Aids receive much attention, the shame and stigma attached to having the disease remains. This presentation discusses a support group in a township in South Africa to bridge the divide between the individual and the illness; the divide between the individual and family; the divide between the individual and society. In this way, a social work intervention through group work assists in reaching some form of social justice for those affected.

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## **Room 3 - Mhelembe (Rhino)**

### **Facilitating of Social Group Work with Vulnerable School Children in a Pretoria City Centre**

*Helena Klopper, University of Pretoria, Pretoria (South Africa)*

This presentation discusses interventions by social work students to empower vulnerable primary school children in a Pretoria City Centre. The presentation will highlight students' learning as they link theory to practice in empowering children with basic life skills to build self-esteem.

### **Netzanschluss Meetings in Germany: Building Networks and Support Systems for Single Parents**

*Ulrike Overs, German Chapter, Aachen (Germany)*

What is the experience of single parents in Germany? How do parents build networks and engage support? This session shares research and case studies about the experience of single parents in German to then compare their experience of single parents in other countries. The presentation seeks to build an international conversation about how to best assist families and build networks of help.

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## **Room 4 - Nari (Buffalo)**

### **Integrating Group Work into the Adoption Assessment Process**

*Priscilla Gerrand, Wits University, Johannesburg (South Africa)*

Adoptable children's right to grow up in their country of origin is not being realised in South Africa. These children are made available for intercountry adoption because the number of black South Africans entering and completing the adoption assessment process is very small. This session brings awareness through research and on the role group work better facilitates the completion of the adoption assessment process.

### **Using Activity Group Work Skills with Children to Increase Kindness and Caring in a World of Violence**

*Maxine Lynn, Fordham University Graduate School of Social Services, New York, NY (USA)*

This presentation uses the stages of development to explore activities that foster kindness, coping and adaptation. An experiential activity will demonstrate empathy and social justice backed by a conceptual model to promote skills in understanding awareness, empathy and kindness.

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**Skukuza Auditorium****Developing Critical Consciousness through Critical Dialogue: The Cornerstone of Social Work Group Practice**

TRAINING TRACK

*Alexis Jemal, Silberman School of Social Work at Hunter College, New York, NY (USA)*

Oppression has been identified as a chronic stress and fundamental cause of individual and social dysfunction. Critical consciousness has been coined the antidote to oppression. Social workers, who have the professional and ethical mandate to address oppression and promote social justice, should develop critical consciousness in themselves, colleagues, and clients. This presentation aims to demonstrate the implementation of critical dialogue in group practice.

**Moving from "Either Or" to "Both And" Thinking: Bridging the Micro-Macro Divide in Group Work Education**

TRAINING TRACK

*Gerna Wessels, University of Pretoria, Pretoria (South Africa)*

This presentation will offer a promising teaching strategy for group work intervention that enables final year social work students to bridge the micro-macro divide. It will also explore how so-called community-based group work can either feed into or sustain the outcomes of a broader community work project. Case examples will be discussed to highlight challenges and gains of implementing this strategy.

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**11:30am – 13:30pm Luncheon**  
**Joan K. Parry Memorial Plenary**

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**Joan K. Parry Memorial Plenary****Main Hall****Gains and Pitfalls of Contact Theory through Arts within an Arab-Jewish Conflict Group in Israel***Ephrat Huss, Professor of Social Work at Ben Gurion University of the Negev, Beer Sheva, Israel*

Fostering positive interaction between two groups of youth, Arab and Jewish, that is based on joint activity, can reduce hostility, prejudice and separateness such that over time these destructive emotions are replaced with cooperation, friendship and good neighboring. Favorable intergroup contact leads to psychological processes that reduce dissonance and produce more favorable attitudes toward individuals from the other group and toward the group as a whole in order for these perceptions to be consistent with the positive nature of the interaction. The arts are an action-based method that focus on 'doing' rather than on verbal interaction. The arts are suited to the creativity and need for control characteristic of youth and help to bridge different cultures through focusing on the visual elements of global youth culture. This presentation will outline the successes and failures of a funded project that involved 10 groups of Arab-Jewish youth living in proximity in Israel, for a set of 13 meetings, based on joint art work. The group work was researched and evaluated using qualitative methods including recording of the group meetings, photographing the art products, and interviewing the leaders and some participants retrospectively.

*Ephrat Huss is a licensed social worker and art therapist in Israel and the 2018 IASWG International Scholar. Her full biography can be found on page 16.*

**Main Hall - Ndlopfu (Elephant)**

**A Diversity of Purposes: The Support Group**

TRAINING TRACK

*Maria Gandarilla Ocampo, IASWG California Chapter, Long Beach, CA (USA)*

The presenter will discuss her experience co-facilitating support groups, including her current work co-facilitating a hospital-based grief support group. The presenter will engage attendees to openly discuss their experiences, lessons learned, and questions regarding practice.

**Le Développement d'un Chapitre de l'IASWG Selon le Modèle du Groupe D'entraide: L'expérience du Chapitre Francophone**

*Ginette Berteau, Formation continue, Cowansville, QC (Canada)*

*Cynthia Martiny, UQAM, Montréal, QC (Canada)*

*Gerald Julien, REZO Community Organization, Montréal, QC (Canada)*

Cette communication compare l'évolution du chapitre francophone de l'IASWG aux caractéristiques du groupe d'entraide. Des leçons sont tirées pour l'utilisation du modèle du groupe d'entraide pour d'autres chapitres ou d'autres types d'organisation.

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**Room 1 - Ingwe (Leopard)**

**Group Anger Management: A Diversionary Program**

*Alex Redcay, Millersville University, Millersville, PA (USA)*

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

*Amy Freeman, East Stoudsburg University, Olyphant, PA (USA)*

Seventy percent of youth in the juvenile justice system meet the criteria for mental disorders. Studies have confirmed that diverting youth with mental health needs to community-based treatment programs is effective and cost efficient. Group therapy has the potential to be utilized as an effective diversionary practice when an anger management component is added.

**Embracing Service Users: Designing Our School-based Violence Prevention Programme**

RESEARCH TRACK

*Poppy Masinga, University of the Witwatersrand - Johannesburg, Benoni (South Africa)*

Most often, program members are excluded from participating in violence prevention programme design and evaluation processes. In forming this group, input from learners on how to best address their needs was gauged. Through utilizing learner feedback, this presentation shares theories, approaches, and impacts resulting from a school-based violence prevention programme and research study.

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**Room 2 - Ndau (Lion)**

**The Group Learning Exchange: Creating Communities of Practice for MSW Student Interns in a Public Child Welfare Setting**

*Alexis Howard, The Graduate Center, City University of New York, New York, NY (USA)*

This session will share case examples from a pilot group supervision model for MSW interns in an urban public child welfare agency. The groups for MSW's students focus on supporting the practical application of social work knowledge, competencies, values and attitudes, while encouraging them to examine and create organizational conditions to promote the transfer of learning. The session will highlight the vital role of group work in providing a professional identity for emerging social workers.

## **Transporting 300 Dozen Eggs & Other Duties as Assigned: Lessons Learned through Volunteerism in a Rural Community**

*Danelle Wagner, Shippensburg University, Shippensburg, PA (USA)*

This session provides lessons learned from a VISTA (Volunteer in Service to America) on volunteer recruitment in rural settings and discusses how the utilization of volunteers can build organizational capacity and sustainability. Participants will learn strategies for recruiting the "right" volunteers, how to form positive relationships between staff and volunteers, and how to prepare volunteers for success.

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### **Room 3 - Mhelembe (Rhino)**

#### **Horses for Healers: A Cognitive-Behavioral Group**

*Josephine Jarolmen, Kean University, Union, NJ (USA)*

This presentation explains how the techniques of equine-assisted learning and cognitive behavioral group therapy can be used by mental health professionals to develop bedside manner to make them more astute in understanding and forming a therapeutic alliance with those whom they serve.

#### **Incorporating Gestalt Play Techniques in Group Work for Adolescents with a Hearing Impairment**

*Herna Hall, University of Pretoria, Pretoria (South Africa)*

*Liana Le Roux, University of Pretoria, Pretoria (South Africa)*

A hearing impairment not only impacts communication, but psycho-social functioning. Children with hearing impairments benefit from therapeutic intervention, however, verbal communication might pose a challenge to their interactions during therapy. This presentation discusses the techniques, findings, and successes from using Gestalt play techniques with this population within a group therapy setting.

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### **Room 4 - Nari (Buffalo)**

#### **Ubuntu in Group Work: Addressing Substance Abuse and Discrimination through Creative Group Work Practices**

MUTUAL AID TRACK

*Lezanne Scholly, University of South Africa, Pretoria (South Africa)*

The Phumelela group work programme was developed to address substance abuse among the vagrant community of Heidelberg, Gauteng, South Africa. A virtual tour will take you to the heartbeat of this diverse vagrant community. The presentation will show, through the use of didactic materials and experiential activities, how creative therapeutic activities and the Ubuntu principle can not only address substance abuse but can also embrace diversity.

#### **Managing Substance Use through Community Empowerment**

MUTUAL AID TRACK

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

*Raylene Jacobs, University of Pretoria, Pretoria (South Africa)*

South Africa was relatively isolated during the Apartheid years and substance use primarily revolved around locally produced substances, such as alcohol, tobacco and cannabis. Since the political transformation during the 1990's when links and trade opened globally, there has been an increase in substance-related problems. This session explains the benefits and impacts of incorporating harm reduction into the community-oriented approach to primary health care to support the management of substance use in primary health care.

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### **Skukuza Auditorium**

#### **Nondeliberative: The Actional, the Analogic, and the Artful as Interventions in Groupwork**

TRAINING TRACK

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

*Joanne Sulman, Ketch Harbour, NS (Canada)*

One of the most effective ways of helping a group to form, connect, or problem solve is through 'doing'. The doing can happen in many ways using different mediums such as drawing, singing, games, or improvisation. Analogies and metaphors link meaning to these doing experiences. Based on the work of Norma Lang, this presentation intends to review several different doing-ways through experiential activities.

**Generating Empathy and Understanding in Groups:  
Necessary Elements of Group Work Practice Skills**

TRAINING TRACK

*Joan Letendre, Retired University of Connecticut School of Social Work, Hartford, CT (USA)*

In today's increasingly polarized world we often struggle to listen to points of different viewpoints. When larger social issues arise within the group sessions and classrooms, facilitators often struggle to keep a safe space as members express differing views that may anger other participants. In this presentation, examples will be used to illustrate how planning, content development, and attention to ones' own biases can guide the group discussion on difficult subjects.

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**14:45pm – 15:15pm Session 8 - SATURDAY**

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**Main Hall - Ndlopfu (Elephant)**

**Group Arts-Based Programs for At-Risk Youth: A Resiliency Approach**

*Amy Freeman, East Stroudsburg University, Olyphant, PA (USA)*

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

*Alex Redcay, Millersville University, Millersville, PA (USA)*

At-risk youth need additional opportunities to promote community connectedness. This presentation will outline an arts-based program designed to promote resiliency while providing youth with an opportunity to showcase their talents before a live audience to build technical and occupational skills.

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**Room 1 - Ingwe (Leopard)**

**Becoming A Man (BAM): Using Group Work to Help Adolescent Males  
Find Connection and Meaning**

RESEARCH TRACK

*Benjamin Marton, Youth Guidance, Chicago, IL (USA)*

Becoming A Man (BAM) is a curriculum-based, value-driven program that uses group work with adolescent men to facilitate mutual aid in navigating the obstacles youth experience in urban settings that inhibit the positive development of manhood. Participants will understand the BAM curriculum, the importance of counselors exploring their own manhood in a parallel process to the students they serve, and the results of a research study documenting measurable success of the BAM program.

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**Room 2 - Ndau (Lion)**

**A New Paradigm of Practice in New York City Family with Children Shelters  
Through the Use of Group Work and Teaming Strategies**

RESEARCH TRACK

*Jahmani Hylton, Yeshiva University, Wurzweiler School of Social Work, New York, NY (USA)*

This session explores the research and issues of family homelessness and how the introduction of licensed social workers in New York City (U.S.) Family with Children Shelters has changed the delivery of social service services. Through tracing the arc of a family's journey in a shelter and the intersection of group work and teaming strategies, attendees will engage in activities of how group approaches could be integrated into their own milieu and practice settings.

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### Room 3 - Mhelembe (Rhino)

#### **The Fascinating World of Kokwani: A Developmental Approach to Working with Older Persons in Limpopo Province**

*Liseb Mashimbye, Welfare Services, Department of Social Development Limpopo Provincial Government, Polokwane (South Africa)*

The dawn of democracy in South Africa brought a change in legislation for the provision of services to older persons. This included a shift from a residential, remedial system to a developmental-based approach to care. This presentation will explain the evolution of services and the current approach in creating programs to empower and recognise the skills and wisdom of older persons in communities.

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### Room 4 - Nari (Buffalo)

#### **The Use of Groupwork to Promote Community Engagement: An Urban Case Study**

RESEARCH TRACK

*Willa J. Casstevens, North Carolina State University, Raleigh, NC (USA)*

*Kim Stansbury, North Carolina State University, Raleigh, NC (USA)*

This presentation explains the development and work of the Racial Equity and Social Justice Action Team project in North Carolina, US. The lessons gained from this community-based participatory research project offers suggestions to practice in ways to promote community engagement and social action through group work.

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### Skukuza Auditorium

#### **I Would Rather be a Little Nobody, Than to Be an Evil Somebody: Combating Bullying in Primary Schools**

*Anri Adlem, University of South Africa, Pretoria (South Africa)*

Young people grow up in homes, communities, and schools where there are exposed to violence and bullying is a public health concern. Bullying often takes place at school when there is limited adult supervision. This session describes an anti-bullying program developed for primary school learners to raise awareness of the impacts of bullying and help them achieve better peer relationships.

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**15:15pm – 15:45pm**

**Coffee Break**

**16:30pm – 22:00pm**

**Gala - Game Drive & Bush Braai Dinner**

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The Gala event is a two-hour sunset/night drive in game viewing vehicles, followed by a bush braai. The trucks depart strictly at 16:30 on Saturday. At the time of departure all gala attendees must have signed an indemnity form. They should have gone to the bathrooms – there are no disembarking from the vehicles allowed during the two hours' drive. First opportunity for a WC will be where we have the bush braai. All should dress in warm clothes; beanies, scarves, gloves, warm jackets, closed shoes and legs covered. It cools down a lot when the sun sets and can get very cold on the open trucks. One bottle red wine and one bottle white wine sponsored per table. The rest is a cash bar.

## ***Sunday 10 June 2018***

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**8:00am – 9:00am      Breakfast (on your own)**

**9:00am – 12:00pm    Outdoor Experiential Session & Closing Ceremony**

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The Sunday program is sponsored by the Skukuza Employee Assistance Office. We meet at 9:00am in front of the conference venue where the Skukuza buses will pick us up and drive us to the Skukuza soccer field for some recreational and experiential group work activities. This will entail tug-of-war, sack races etc. in teams of IASWG against Skukuza staff. We will have a drink and snack and then have the closing ceremony for the symposium and return to the camp by 11:00-11:30am.