Association for the Advancement of Social Work with Groups (AASWG)
34th Annual Symposium on Social Work with Groups
Call for Presentation Proposals

Passion for Group Work:
An International Conversation

Join us at the 34th Annual Symposium of Social Work with Groups, being sponsored in Long Island, New York, June 14th-17th, 2012. We welcome students, faculty, agency administrators, practitioners of various disciplines and community developers who utilize the group modality to submit papers, workshops, posters and other innovative presentation formats.

Proposals are especially welcomed in the following, as well as in other group work topics:

- Group planning, strategies and programming
- Supervision of group practice
- Group supervision
- Grief & bereavement/hospice
- Training & teaching group work

- Evidence-based group work
- Group work with veterans and families
- Use of activities
- Diversity in group work
- Innovation in group work
- Intergenerational models

TYPES OF PRESENTATIONS

Papers*are 30-45 minutes- didactic and discussion-oriented presentations
Workshops are 60-90 minutes-experiential presentations
Poster Sessions are visual presentations displayed at designated times during the Symposium
Innovations are other forms of sharing information not described above

PROPOSAL SUBMISSION: The Symposium will be predominantly in English; proposals in all languages are welcome. **Submit online at www.aaswg.org**

Deadline for submission of proposals: December 15th, 2011
Acceptance notification: February 15th, 2012
All presenters must be members of AASWG and register for Symposium
Students receive a reduced Symposium registration rate

The AASWG 34th Symposium is being held at Garden City, LI, USA, on the Adelphi University Campus in coordination with the Eighth International Conference on Clinical Supervision (June 13th-15th, 2012). AASWG Symposium attendees are encouraged to participate in both conferences.

For Further Information Please Contact Symposium Co-Chairs:
Steve Kraft ( ) or Jean Bacon ( )

*Selected papers will be considered for publication in a book of proceedings published by Whiting & Birch. Additional details will be provided upon acceptance.

PRESENTING AT A CONFERENCE

OVERVIEW

DEVELOPING AN ABSTRACT (p. 2)

An abstract presents the highlights of the work you hope to share with special emphasis on what you believe it will accomplish. For details see Writing an Abstract.

PRESENTING A PAPER (p. 3)

To present a paper means to share in an organized way over about half the time available (20-25 minutes in a 45-minute time slot or 15-20 minutes in a 30-minute slot) an idea/your ideas on a topic of special interest (from notes or from the actual paper) that you believe advance/s practice, education, or research. For details see Writing a Professional Paper.

CONDUCTING A WORKSHOP (p. 4)

To conduct a workshop means to engage others in an organized way into an experiential process over 65%-75% of time available (60-70 minutes in a 90-minute time slot or 30-40 minutes in a 60-minute slot) that you believe will help participants to enhance an activity related to practice (direct service, education, research, etc.). For guidance see Sample Workshop Agenda.

PRESENTING A POSTER (p. 5)

To present a poster means to present an idea/your ideas on a professional topic of special interest in "high concept" form. The poster usually rests on a table, and presenters engage viewers in a brief didactic presentation. There are many formats (serial presentations, ad hoc presentations while viewers stroll through the space, etc.). For details see Developing a Professional Poster.

GUIDE TO WRITING AN ABSTRACT

The purpose of an abstract is to help reviewers to determine the goodness of fit between your idea/work and the venue to which you are submitting (e.g., a conference/ theme, journal audience, etc.). An abstract presents the highlights of the work you hope to share with special emphasis on what you believe it will accomplish.   Here are some (flexible) guidelines.

General/generic outline for a paper abstract

- •Introduction/statement of purpose (1-2 paragraphs)
- •Discussion/context/professional significance (bulk of text)
- •Conclusion/implications (1-2 paragraphs)

General/generic outline for a workshop abstract

- •Introduction/statement of purpose (1-2 paragraphs)
- •Professional significance/goals (bulk of text)
- •Projected structure/format/methods (1-2 paragraphs OR projected topical agenda)

General/generic outline for a poster abstract

- •Introduction/statement of purpose (about a paragraph)
- •Professional significance/goals (bulk of text)
- •Conclusion/implications (1-2 paragraphs)
- •How the poster will highlight the salient points to be made (1-2 paragraphs OR in bullet form)

In all cases if you will provide a bibliography or materials, state that at the end.

PRESENTING A PROFESSIONAL PAPER

Here are some (flexible) guidelines for conceptualizing, preparing, and writing a professional paper.

INTRODUCTION/STATEMENT OF PURPOSE (about 10%)

States the purpose of the paper/article; short, sweet, engaging. Speak directly to your audience; say how you want your thinking to concretely contribute to the profession. Include broad content statements, facts and stats that impress and express current state of affairs. Wrap up by stating how the rest of the article is organized (a conceptual "road map") and what is in the next section (transition).

REVIEW OF THE LITERATURE/DISCUSSION*

Discusses/critiques the thinking of others *in relation to your own purpose*. This is a <u>discussion</u> about what is known about your topic with what *you* think about what others think as the driving force. That is, your heartbeat must come through; this section is not a report of what has been written. Keep everything clearly tied to your purpose. Provide a clear context for the recommendations you make later. Use <u>subheadings</u> in this section to organize it thematically.

IMPLICATIONS FOR PRACTICE*

The heart of your paper. Offer recommendations here, each of which is clearly tied to your purpose statement and logically anchored in the existing knowledge base (which you made evident in your Lit Review above). Provide an introductory paragraph; then offer implications for practice. It can help to think in terms of numbers, e.g., "There are four major implications for social work practice with..." (or policy - education - program design - research...). For clarity, consider giving each implication a <u>subheading</u> (word or phrase, not a sentence) under which you make the recommendation. You may have one or several, but the more you have the less each can be discussed in depth (and it's not about quantity but quality, so choose carefully).

CONCLUSION (about 10%)

Recaps your highlights. It may feel repetitive. It is, but with a qualitatively different mind set. In the Introduction you pointed out the forest you were about to cross and why it was important to do so. In the Review/Discussion you discussed what you know and think about the forest. In Implications you pointed out how the forest needs to change and why. Now as you leave you offer a backward glance to recap the experience.

<u>Rules of Thumb</u>
14-18 double-spaced pages, numbered (give or take)
12-point font with 1" margins all around (fairly standard)
Keep quotes to a minimum (e.g., three or four; quotes deprive you of your own voice)

*Length varies greatly according to quantity of literature on a topic. Also, these two sections are sometimes combined into one; if that is the case, keep your implications clear.

CONDUCTING A WORKSHOP

SAMPLE WORKSHOP AGENDA

TITLE OF WORKSHOP

SAMPLE INTRODUCTION TO A WORKSHOP AGENDA

At the end of this workshop participants will have a conceptual framework for... (what they are expected to know at the end of the workshop). They will have had opportunity to identify and explore ...They will have had opportunity to develop their ability to ... Finally, they will have had opportunity to compare and contrast the potential for applying (goal/skills to be learned) in their own practice settings.

SAMPLE AGENDA

AGENDA

Introduction
Participants, purpose, content, method

Conceptual Framework
Understanding ...
(didactic presentation/large-group discussion)

Implications for Practice
Structured large-group exercise

Application to Practice
Structured small-group exercises
large-group discussion

Evaluation
Content
Workshop

A *Selected Bibliography*, related handouts, and work materials will be made available to participants.

(References if applicable)

PRESENTING A POSTER

Constructing a Poster

Be sure to know guidelines for size, style, materials, look, color, etc. and prepare accordingly

Be sure to know how the poster will be presented (wall, table, must stand alone, etc.) and choose/prepare materials accordingly

Vertical posters are easier to read than horizontal posters

Do not crowd material on the poster, whether you paste paper onto the poster board or write directly onto the poster. This is about highlights, not detail.

Consider the font (style and size). For example, distance from viewers will have an impact on size of text etc.

Content must flow logically, whether self evident or using navigation tools, e.g., arrows

Graphics, used to enhance rather than replace text, should not be so busy or psychedelic that they overwhelm the meaning of your content

Content

Purpose/Context: introduction to the topic; purpose for the poster; historical and contemporaneous context.

Literature Synthesis: special note of theoretical and empirical developments in the area of interest that anchor your idea/s or recommendation/s; key figures in the evolution of knowledge/thinking; new ways of thinking, controversies, etc.; conclusions about state of knowledge/thinking today.

Implications for Practice: application of your idea/s or recommendation/s to practice; focus on relationship between existing practice and your new ideas, i.e., how what you recommend will enhance practice.

Other: if appropriate reference to and contact information for obtaining a bibliography for the topic

SAMPLE ABSTRACT 1

A Paper Presentation

Teaching Group Work Online: Embracing the Inevitable

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Summary

The integration of technology and group work education is inevitable. This paper delineates the challenges and benefits of incorporating technology into group work education; identifies recent online group work offerings; and reports on the initial results of the implementation of hybrid-online group work courses at the authors' home institution.

Teaching Group Work Online: Embracing the Inevitable

In the last twenty years, the personal computer and the Internet have drastically changed our methods of seeking information and communicating with one another, as instantaneous communication around the globe has become a reality. Email, online research, and "wired classrooms", have become mainstays of the current educational structure. Distance education has emerged as a burgeoning new offering in higher education, leading to the proliferation of online courses and degree programs. Given the potential economic benefits, the ability to reach new and underserved student markets, and the need to compete with other "wired" universities, it is not surprising that deans and faculties are increasingly called upon to offer individual courses and even entire curricula in an online format.

Within social work, distance education options are becoming increasingly widespread. The Council on Social Work Education (CSWE) accepts distance education methodologies for all courses, except field practica and field supervision (CSWE Educational Policy and Accreditation Standards, 2004, www.cswe.org). For group work, distance education presents a significant conceptual shift. Not so long ago, the very definition of a small group included a requirement for face-to-face interaction (Schwatrz, 1971). With the advent of newer means of group communication including telephone groups, Internet chat groups, and online support groups, the requirement for direct, face-to-face connections no longer applies. Yet many group work educators have demonstrated considerable reluctance to depart from the traditional standard and embrace the new technology. While such resistance is understandable given group workers' long-term comfort and skill in the face-to-face arena, group work educators, of necessity, must confront these changing educational expectations.

This paper (1) summarizes the current use of technology and distance learning in social work education; (2) delineates the challenges, benefits, and significance of incorporating technology into group work education; (3) identifies recent online and hybrid (combination of online and face-to-face) group work offerings; (4) suggests opportunities for social group work leadership in the development of online communities, and (5) reports on the initial results of the implementation of hybrid-online group work courses at the authors' home institutions. Syllabi incorporating online components in both a required first-year MSW group work course and a second-year group work elective are shared. Comparisons between learning outcomes and student satisfaction in traditional face-to-face and hybrid online sections of the same course are presented. Recommendations based on the authors' experiences over a two-year period of hybrid-online teaching are discussed.

It is hoped that this presentation will stimulate a discussion of the opportunities and strategies for incorporating online communication within group work course offerings. The integration of technology and group work education is inevitable (Galinsky, Schopler, & Abell, 1997; Rounds & Galinsky, 1991; Schopler, Abell & Galinsky 1998; Smith, Toseland, Rizzo and Zinoman, 2004). The timely and effective inclusion of this modality as a means of delivering quality group work education is a necessity if group work education is to remain viable in today's educational climate.

Teaching Group Work Online: Embracing the Inevitable

References

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SAMPLE ABSTRACT 2

Stroke Support Groups: Topics from the Past and Ideas for the Future

Support groups are widely utilized in hospitals and in the community as part of the post-stroke recovery process. The presence of social support has been shown to be a key factor in post-stroke adjustment and recovery (Barker & Brauer, 2005; Ch'ng, French & Mclean, 2008). For example, the American Stroke Association lists about 60 stroke support groups within 20 miles of Chicago, IL 60611 (American Stroke Association, 2008). It appears that social workers and group leaders recognize the benefits groups provide to their members, including: instillation of hope, universality, imparting information, altruism, and catharsis (Yalom, 2005). In particular, stoke support groups are said to help people "learn more about stroke, share their experiences about stroke, and become inspired to move forward after their stroke" (American Stroke Association, 2008). The task of the group leader is then to be responsible for providing the avenues and opportunities for the stroke support group to realize these goals.

Justifiably, there are various ways group leaders can promote learning, sharing, and inspiration, in the planning and implementation of stroke support groups. Self-help organizations report that people are drawn to groups that provide emotional support and a sense of community (*Stroke Support Groups*, 2008). However, there are certain things to be aware of in regards to this patient population. For example, stroke can have major negative impacts on activities of daily living, including the ability to lift objects, that can make certain activities inappropriate (Claiborne, 2006). Likewise, research shows that thirty-eight percent of patients have aphasia at the time of admission eighteen percent at the time of discharge (Pedersen, Jorgensen, Nakayama, Raaschou, & Olson, 2004). Although it is difficult to predict the individual abilities of group members, common limitations should be considered in the leader's planning process for programs and venues.

Lectures by medical professionals, presentations from community agency representatives, activities, videos, narratives, and planed discussion topics can all be options for stroke support group programs (*Stoke Support Groups, 2008*; Boylstein & Rittman, 2003). In particular, group activities can be successfully utilized by stroke support group leaders and enjoyed by members. From visualization to knitting, activities are successfully implemented by various groups and group leaders (Bergart, 2007; Ciardiello, 2003; Donovan & Wells, 2007; Ermer, 2007; Kirk & Kirk, 1995; Middleman, 1983; Rebmann, 2006; Toseland & Rivas, 2005; Walsh, 2003; Whyte, 2007). Stroke support groups are no exception. Like any other group, it is good to try and involve members in planning and be open to feedback (*Stroke Support Groups*, 2008; Toseland & Rivas, 2005, Yalom, 2005).

This goals for this poster presentation are to: 1) showcase programs that have been used by the presenter for local hospital-based stroke support groups; 2) present proposed programs to be used for stoke support groups in the future; 3) Speak to the considerations that should be taken when program planning for this population; 4) Provide an opportunity for suggestions and discussion regarding support groups; 5) Bring continued awareness to the vast benefits of using groups in social work practice.

References

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Basic Books.

SAMPLE ABSTRACT 3

Professional Associations in Crisis:
A Curricular Response

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Summary: Membership crises are quite common among professional associations, including AASWG. This paper describes and assesses curricular approaches designed to address this problem by connecting students with professional associations. It reports on the evolution of these curricular strategies, their critical components, broad-ranging impact, and opportunities for replicating this process.

Professional Associations in Crisis:
A Curricular Response

The survival of group work practice and its professional associations as strong, vibrant communities is currently threatened. The leaders of social group work are aging and the cadre of trained group workers is shrinking due to agency cutbacks, increasing workloads, and a diminished place for group work within the academic social work community. (Birnbaum & Auerbach, 1994; Drumm, 2006; Kurland & Salmon, 2002; Middleman, 1990). Simultaneously, professional associations, such as the Association for the Advancement of Social Work with Groups (AASWG), are struggling to sustain membership and ensure future growth. (Gonzales & Scarcella, 2001; Putnam, 2000; Simon, Webster, & Horn, 2007; Sullivan, 2006). These associations have much to gain from reaching out and connecting with today's social work students.

Similarly, a review of the literature clearly indicates that students who participate in association activities also have much to gain. Koch and Sancier (1988) cite the value of professional associations in bridging the educational gap between academia and the professional arena. Participation in professional associations allows students and young professionals to become members of a community of peers who share common goals and interests (Gonzales & Scarcella, 2001; Knight 2002; Messmer, 2005). Opportunities for networking, participation in seminars of professional interest, and linkage to job opportunities are only a few of the benefits of such connections (Desmond & Symens, 1997; Gonzales & Scarella, 2001; Messmer, 2005).

Thus, it seems there is a timely opportunity for mutual aid between two constituencies – today's social work students and the professional associations that advocate for their chosen profession. This linkage is particularly vital for AASWG and group work students at this critical juncture in group work's history. Connecting these two constituencies in a deliberate, ongoing effort is imperative. The question becomes how to best facilitate this connection.

This paper describes and assesses a two-pronged curricular approach to connecting students and professional associations. It advocates a curricular rather than merely an extra-curricular response in order to forge a consistent, ongoing connection. The presentation evaluates a course module addressing the role of professional associations in today's practice environment that was embedded in the group work classes at a university in the Midwestern United States. This module utilizes readings, discussions and attendance at a meeting of a professional association to explore this topic. The paper also evaluates an MSW credit course on professional development offered in conjunction with participation in the AASWG Symposia.

The broad-ranging impact of both curricular models is shared. Data from pre-and post-tests concerning students' knowledge of and participation in professional associations is discussed. Concrete outcomes are identified, including 1) heightened appreciation for the significance of professional associations by students and the academic institution; 2) increased student membership and participation in AASWG and other associations; and 3) increased students' self-confidence in the professional arena. Key factors in the success of the models are delineated, and opportunities for replication in other programs are discussed.

Professional Associations in Crisis:
A Curricular Response

References

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POSTER PRESENTATION INSTRUCTIONS*

Poster presentations are an alternative to the traditional presentation method. Less formal than a paper presentation, poster sessions highlight the authors' work in a brief visual and interactive format. The success of a poster presentation relies on the quality of the content and the effectiveness of the presentation style.

<u>Poster Presentation Recommendations:</u>

 ➢ All poster content must be typed.
 ➢ Use PowerPoint to create your research poster.
 ➢ Create the entire poster with only 1 PowerPoint slide.
 ➢ Before entering information, change the dimensions of the slide to a width of 42" x 42".
 ➢ A colorful, appealing background for the poster is desirable.
 ➢ The use of bullet points, highlighting, headings, charts, etc. is encouraged.
 ➢ Avoid acronyms, abbreviations and jargon that are not widely understood.

<u>Please include the following information for display:</u>

 ➢ Title, author(s), position (e.g. MSW student, LCSW, etc.), faculty mentor (if applicable), university/agency affiliation
 ➢ Loyola Logo: Download official Loyola University Chicago logos at http://www.luc.edu/logo/download.shtml. This image should appear in the corner of your poster.
 ➢ Abstract – 50 words that summarize that summarize the study/project
 ➢ Background/Introduction – include a statement of the problem/policy/practice issue
 ➢ Methods – Describe practice-based interventions/research methodology
 ➢ Results/Findings – Describe and explain the results of your study
 ➢ and/or description of learning/knowledge gained
 ➢ Discussion/Conclusion – Share learning/knowledge gained; implications for future group work practice
 ➢ References (Can be abbreviated or even eliminated from the poster if necessary, but should be incorporated in the handout.)
 ➢ Images/Charts

<u>A few reminders and suggestions:</u>

When creating your poster, you are highly encouraged to use:

 ➢ A standard, easily readable font, such as: Arial, Times New Roman, Helvetica, etc.
 ➢ Ensure that you use a font size that will be easy to read. Suggested font sizes are ~ 60 pt for the title, researcher names, and institution. Subheadings should be at 30-48 pt. All body text, including figures and tables, should be around 30 and no

smaller than 16-18 pt. Everything should be large enough to read from several feet away.
- ➢ Text boxes to delineate your information and sections.
- ➢ White space - You want to have adequate text to describe your project but enough white space to keep it readable. Remember that the poster is meant to be supplemented by you, answering questions and filling in the details.
- ➢ For the AASWG Symposium, it is required that you use a Tri-Fold Presentation Board to back your poster. You can purchase these boards at any office supply store.
- ➢ To print your poster at a lower cost consider using Loyola's Digital Media Lab. Go to: http://www.luc.edu/digitalmedialab/printing.shtml for more information. Please note, all poster printed by Loyola's Digital Media Lab, will need to be picked up at the Information Commons building in the Digital Media Lab (2nd floor), Lakeshore Campus.

HANDOUTS:

Each poster presentation should have a handout that attendees can take with them. These handouts should have a cover sheet with the following: title, author(s), position (e.g. MSW student, LCSW, etc.), faculty mentor (if applicable), university/agency affiliation, the title and place of the Conference/Symposium, and the date of the presentation. The handout itself should incorporate the information in the poster. The handout can expand upon this information and incorporate additional references. Copies of the handout should be brought to the symposium/conference to be disseminated to the participants. For the AASWG Symposium, it is requested that you bring 20 copies of your handout.

* Adapted from

Simon, S. R. & Webster, J. (2009) Instructions for Poster Presentations at the 31st International Symposium of the Association for the Advancement of social Work with Groups.

Loyola's Undergraduate Research Opportunities Program (2011). Undergraduate Research Symposium 2011: Poster Presentation & Printing Guidelines. Retrieved from: http://www.luc.edu/lurop/undergrad_ symposium.shtml.