Greetings, Everyone! Welcome to a new year in ASGW. Though my term as President began officially on July 1st, the last several months of my President-Elect year were particularly busy as I transitioned into my new role and began preparations for ASGW events scheduled at ACA 2009 in Charlotte and finalized the leadership team (although please note that it is not too late to join a committee that interests you).

At the end of July, I had the pleasure to attend the ACA Council of Presidents and Region Chairs (COPARC) meeting in Alexandria, Virginia, where I had the opportunity to tour ACA Headquarters, meet ACA staff members, provide input to the strategic plan of ACA, and consult with ACA and division/region leaders. The spirit of collaboration that existed among parties attending that meeting was meaningful, and the experience enabled me to strengthen my understanding of the organizational structure and operations of ACA, the functioning of ASGW as a division in ACA, and my role as President of ASGW.

The Board met last week in beautiful Portland, Maine. It was our first of two meetings that are planned for this year (the next one will be in Charlotte prior to the ACA convention). We had a very productive time – thanks to committee chairs for being so responsive to the requests for planning guides and reports. Your organized work really helped contribute to an efficient meeting. Thanks also to Becky Schumacher for coordinating on-site arrangements for the event.

Although the next ASGW conference is not scheduled until 2010 (stay tuned for more information in the near future about the conference dates and location), I am looking forward to the chance to connect at ACA in Charlotte in March. ASGW will be sponsoring six educational sessions and numerous ancillary events that are open to all ASGW members. In addition, Pam Paisley, ASGW member and Professor in the Department of Counseling and Human Development Services at The University of Georgia, will conduct a workshop, “Using Creative Arts in Group Work,” on Friday, March 20, 2009 from 1:00 – 6:00 p.m. Please see the schedule of ASGW events at Charlotte on page 3 of this issue.

You may have noticed that the website is in the midst of transition. We are presently changing servers and are making minimal updates to the site until that transition is completed. At that point, we will begin making content updates, as needed. If you have any questions as we work to finish this process, then please feel free to contact me. Thank you for your patience at this important time.

I value my connection with ASGW, and I appreciate what membership has to offer. The Journal for Specialists in Group Work, The Group Worker, asgw.org, and the listserv provide information about group work process, practice, and research and/or current Association activities.

The website also offers access to the Professional Standards for the Training of Group Workers, Principles for Diversity-Competent Group Workers, and Best Practice Guidelines for Group Workers. In addition, the “Practice Ideas” columns from the newsletter are archived on the members-only section of the website, so login at your convenience and enjoy!

Furthermore, ASGW is continuing to create products for group workers. The most recent products are School counselors share their favorite group activities: A guide to choosing, planning, conducting, and processing and a training DVD called Leading Groups with Adolescents. These products and our other books and DVDs may be purchased through the ACA bookstore (counseling.org).

Though my presidential year is just underway, I have already been reminded in more ways than I can count of the commitment and leadership of our members. I am extremely appreciative of the support I feel, and I continue to be inspired by all of you. Thank you for allowing me to serve our association!
A Message from the President-Elect

Donald E. Ward

I hope that you are all well into your fall routines and reconnecting with continuing groups and embarking on new group ventures in your work. I continue to treasure the groups in which I am involved for their power and utility as well as for the opportunities they provide for self-validation through our cooperative interaction with others. Serving a three-year term as an ASGW officer provides the opportunity for me to give back to you, my colleagues, and to learn, care, affirm, and be affirmed through our contact and activities. For those of us in traditional U.S. educational settings, the first day of the fall semester may be our “favorite holiday,” as my son often attests. In any event, I would like to share two current issues with you related to ASGW and group work.

First, the economic climate in the U.S. will continue to affect the way in which we all live and do business. I do not claim expertise in this area, but I am very interested in working to monitor the impact of economic influences as they may affect the ways in which we conduct our business as an organization and as group workers. The impact of travel costs and other economic factors upon our professional work continues to challenge our established organizational and professional routine practices and use of resources. I hope to work with you, the ASGW Executive Board, and ASGW committees to continue to maximize the quality of our work and service delivery within increasingly challenging financial parameters.

Secondly, I have always been interested in the search for broad organizing concepts that help us to transcend and understand how phenomena described as antithetical or dichotomous may be integrated or synthesized on another level of complexity. I believe that this issue has again been very important to group workers in the dialectic between models of group counseling and psychotherapy that advocate the systematic application of specific interventions by leaders and those groups that emphasize interpersonal learning through a group process orientation. I encourage our membership to emphasize a quest to find a rapprochement to these apparently incompatible approaches through our research, practice, and publications and media presentations.

Our ASGW Executive Board meeting in Portland, Maine, at the beginning of September was another wonderful example of how skilled group workers who care about the members of our organization work together to continue to find ways to provide useful services to counselors and counselor educators involved in group work. Lenoir Gillam, Janice DeLucia-Waack, Becky Schumacher, Trey Fitch, Carolyn Thomas, and Bree Hayes represent many years of experience, enthusiasm, and energy that was applied to the interests of ASGW and its members. Some exciting projects are in progress or will begin soon that will benefit our work with groups. I hope that you will watch for opportunities to purchase forthcoming state-of-the-art materials, consider participating on ASGW committees, and attend ASGW and ACA conferences. During my almost 30 years of ASGW membership, I have always found our organization to be extraordinarily inviting and inclusive of those wishing to share our interest in group work.

Please be watching for information on the 2010 ASGW Conference. Initial plans are already underway to finalize a site and dates, most likely in February in warm weather. Please plan to join us for another great group work learning and fellowship experience. I invite you to continue to benefit actively from your membership and consider beginning or continuing to participate even more in ASGW and its activities. If you have not done so already, you will find us a very inclusive and welcoming organization, always looking for ways to involve our members in the activities and governance of our division.
Thank You

ASGW would like to say “Thank You!” to the following members who served during the summer as ACA Convention Program Reviewers:

Jeri L. Crowell  Trey Fitch  
Jenni Marshall  George McMahon  
Bogusia Molina  Quinn Pearson  
Robert Schmidt  Sam Steen  
Sandra Terneus  Valorie Thomas

ASGW would also like to thank Jean Keim and Jenni Marshall (Co-Chairs, ACA Conference Arrangements Committee) for their great work and leadership in planning these ASGW ancillary events for the ACA Charlotte convention.

ASGW Events at ACA in Charlotte

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<tr>
<th>Event</th>
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<tbody>
<tr>
<td>ASGW Executive Board Meeting</td>
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<td>Using Creative Arts in Group Work</td>
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<td>ASGW 2008-2009 / 2009-2010 Leadership &amp; Committee Meeting</td>
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<td>ASGW General Business Meeting</td>
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<td>ASGW, ACC, ACES, CSJ Joint Reception</td>
<td>Saturday</td>
<td>March 21</td>
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<tr>
<td>ASGW Past Presidents, Fellows, Branch Presidents and Graduate Students Brunch</td>
<td>Sunday</td>
<td>March 22</td>
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<td>ASGW Fellows Symposium</td>
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<td>ASGW Fellows Committee Meeting</td>
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<td>ASGW &quot;Welcoming Graduate Students &amp; New Professionals&quot; Reception</td>
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Super Saver Rate  Advance Rate  Onsite Rate  

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Register Online: www.counseling.org/conference
By Phone: 800-347-6647, x222 (M-F, 8AM - 7PM ET)
ASGW Committee Update: International Group Work Committee
Submitted by: Edil Torres Rivera

Group work is a way of life in many other countries where collective thinking is the norm. Thus, group work comes as second nature to those living and operating in those cultures. However, over the years United States professional mental health associations have elected to ignore the potential and richness of these countries’ experiences and contributions. ASGW has been a pioneer in including a committee that investigated, valued, and promoted international group work by recognizing the contributions of other countries to the specialty of group work. Furthermore, the International Group Work Committee recognizes that the bases of social justice counseling interventions (Gerstein, & Ægisdóttir, 2007) using group work are an international phenomenon that have influenced the helping professions in the United States. As such, the International Group Work Committee is interested in not only recognizing, but also promoting, international research to be published in the JSGW. Finally, the International Group Work Committee is interested in attracting and recruiting group workers from other countries and in creating international chapters of ASGW in other countries that share a similar vision about the use of group work and standards of training as well as the theoretical bases for practice. In summary the International Group Work Committee has the goals of:

1. acknowledging the contribution of international influences of the group work approaches;
2. recognizing and encouraging a social justice approach with bases in international settings;
3. encouraging research publication of the use and effectiveness of group work in international settings;
4. recruiting and supporting international chapters of ASGW abroad and
5. moving beyond encapsulated cultural practices to a more international flavor in the practice of group work in the United States.

Dr. Torres Rivera is interested in hearing from people in international settings that are interested in creating a chapter or a subdivision of ASGW in their countries. He can be reached at edil0001@ufl.edu. Dr. Loan Phan is the co-chair of the International Group Work Committee; she can be reached at Loan.Phan@unh.edu.

Reference

The Use of Process Observations to Enhance Learning in Group Work Courses: Reflections of Two Process Observers

Diana Hulse-Killacky, Ed. D., Krissy Henriksen, and Whitney Andrews

Process observations illuminate how group dynamics influence the work of a group. For over 15 years the first author (hereafter referred to as the instructor) has used process observations in her group work courses to achieve several results: (a) to reflect on the content of what is being taught, (b) to highlight group concepts and skills that influence how learning takes place, and (c) to strengthen students’ transfer of learning (Hulse-Killacky, 1996; Orr & Hulse-Killacky, 2006). She has extended the use of process observations to courses like counseling techniques, career counseling, and supervision; with the intent of encouraging the learning of group concepts across the counselor education curriculum (Killacky & Hulse-Killacky, 2004).

The job of the process observer is to provide students with a “cognitive mechanism to help them retain elements from their learning experience, to generalize from the experience, and to transfer learning from the classroom to life outside” (Orr & Hulse-Killacky, p. 197). Process observations serve the additional purposes of reviewing the progress of a course over time. Typically process observations are presented verbally at the end of class and then in written form.

Selection of process observers rests on several criteria: (a) successful completion of a master’s group work course; (b) a demonstrated aptitude for recognizing and understanding group dynamics, (c) a commitment to learning more about the role and benefit of process observations in the classroom setting, and (d) a willingness to give the time and effort required of a process observer.

Context

The two featured process observers, Krissy Henriksen and Whitney Andrews, were in their final semester of master’s study in the Industrial Organizational (IO) Program in Applied Psychology at Fairfield University. They were fulfilling an internship requirement as part of their program of study.

In this particular semester two sections were offered of a master’s level introductory group work course for students in the Counselor Education and IO programs. Krissy and Whitney were each assigned to one of the group class sections as process observer. At the end of a class session they were invited to present their observations to the class. Then within several days they posted their written comments online. On a weekly basis, Krissy and Whitney attended supervision. They completed a process observer review form in advance of supervision (see figure 1). In supervision with the instructor they reviewed their work and examined how they could improve on their observations to maximize student learning. At the end of the semester they provided the instructor with their major learning points and a statement of their philosophy of group work and its link to their learning as a process observer.

In the following pages Krissy and Whitney will introduce themselves and describe their role as a process observer. They will present the methods and procedures that guided their process observations, offer their learning points, and discuss the application of their learning to their field of study. Through their stories Krissy and Whitney provide the reader insight into how process observations can be used to strengthen the learning process for group class students and provide important learning points for their future work in IO Psychology.

Krissy Henriksen
Background and Role

I originally became intrigued with group work and its main concepts and theory when I took a group work class through Fairfield University in the spring of 2007. Specifically, I was interested in how I could apply these concepts to my field of study in IO Psychology and a full-time career in human resources.
During that semester, I sat in on a lecture by Diana and was enlightened by her perspective on the value of relationships in groups and teaching. Shortly after, she asked if I would partake in her group work class in the fall of 2007 as a process observer. I continued on as an observer in the spring of 2008 to further my specialization and studies in group work.

**Method**

Naturally, students engage their attention in the content of the class. As Diana facilitated the group as the leader, it was my responsibility to redirect attention to the group process through highlighting main points on what occurred and why. At the end of each class, I provided a short observation synopsis utilizing key group concepts. Between sessions, I constructed a 2-3 page documentation of my observations outlining “what we did,” “how we did it,” and “why we did it.” I focused on several specific aspects including leadership techniques, member behavior, interactions, major themes, and orientation shifts and dynamics. I also incorporated instances of group ideals such as member voice, meaning, transfer of learning, and mutual construction of knowledge. Providing feedback to students was also a part of my role.

Ultimately, my goal as a process observer was to reflect and communicate my perspective of what was truly happening within the group through active listening, openness to the environment, and objectivity. Active listening in the here and now eliminated my feelings of being overwhelmed or frustratingly limited. Rather than analyzing what was going on right then and there and risk losing myself in my own thought process, I remained present through active listening. Openness to the environment goes hand in hand with active listening; adopting an open and non-judgmental mind frame allowed my perception of the process to remain unbiased and without expectations. Objectivity ensured my reflections were genuine and honest, which further bolstered the learning process.

**Learning Points**

My increasing ability to clearly communicate my process observations played a large role in how students responded. Early on I saw that it was often difficult for students to understand why process observations were important. However, once group concepts began to sink in, and as my process observations skills improved, members expressed a strong appreciation and gratitude for the observations. The observations served as documentation for the lifeline of the group and revealed an alternate outsider’s perspective on what, how, and why the group worked the way it did.

**Application to IO Psychology**

In the IO field, understanding and examining group process is a true specialty. Surprisingly, many managers proceed with little or no experience running groups at all. Attention to group process is a key tool for IO psychologists to utilize in their everyday analysis of organizational behavior especially when assessing departmental dysfunction or group productivity. In this capacity as an IO professional, understanding how groups run effectively at the micro level goes hand-in-hand with understanding the organization of study at the macro level. A productive workforce is dependent upon healthy group dynamics and direct attention to process.

**Whitney Andrews**

**Background and Role**

I originally took the group work course during the Fall 2007 semester and served as a process observer during the Spring 2008 semester. As a student, the process observations facilitated my transfer of learning and also gave meaning to the activities we experienced in the group class. As a process observer, my role was to facilitate the learning process for the class by providing verbal process observations at the end of each class as well as posting more detailed written process observations.

**Method**

While I observed the group work class, I focused on several aspects. I paid attention to the process of the class, the meaning behind what the instructor was doing, the reactions of the group members, and the overall growth of the group throughout the semester.

I organized my written process observations into three sections. The sections were, “what we did, how we did it, and why we did it.” I would bullet each section to show in visual form the relationships between the three sections. Students found this structure easy to follow as they continued to learn the how and why of group work.

Not only did I include what I observed in class in my process observations but I also included important concepts or techniques that Diana demonstrated in class. This is a valuable aspect of process observations because they highlight specific learning points that the group members might not have picked up on because they were engaged in the discussion.

**Learning Points**

A major learning point obtained through the use of process observations is the importance of meaning and transfer of learning. When the process observer gives meaning to what was done in class, the group responds more to the process. Process observations also assist in broadening group work to multiple disciplines. The group consisted of members with different majors so the process observations were utilized as a way to ensure that everything was applicable and had meaning to all group members. As the semester went on, I found myself more confident in my process observations and the concepts and techniques of group work were much more readily accessible and natural to me. Process observations also provided the opportunity to give feedback as well as receive feedback as a part of my supervision.

Another learning point came from the perspective of the group members. Group members commented that they could see the process of group work unfolding and that the process observations clarified concepts and themes that they did not initially realize were occurring.
Process Observer Review Form

Name_________________________           Date of Class_____________

1. Describe the feelings you had as you experienced yourself in your position as a process observer.

2. As a process observer of this class, what did you do that led you to be effective in your role?

3. What do you believe may have inhibited you from being a more effective process observer?

4. What do you plan to do in the next class to be a more effective process observer?
Application to IO Psychology

Process observations are relevant to IO Psychology. Personally, process observations help me to remain objective and observe major themes within group meetings and understand perspectives of all members. Utilizing process observations in task groups assists in keeping all members on track and in unison regarding what was accomplished as well as the next steps. Because of my experience I feel better able to tell when members are engaged in the group by picking up on verbal and nonverbal cues. Process observations also aid in establishing interpersonal relationships by explaining the reasoning behind activities and pointing out member interactions and growth. Feedback is a vital part of IO Psychology and process observations are an additional and beneficial way to incorporate feedback.

Conclusion

The purpose of this paper was to describe the role of process observations in two master’s level courses on group work. Students reported that through hearing the observers’ viewpoints and perspectives they improved their understanding of concepts such as voice, meaning, mutual construction of knowledge, and transfer of learning. Students also appreciated the purpose and value of establishing and maintaining relationships in their groups. Additionally, process observations assisted students in becoming more aware of themselves and how their behavior affected others in the group. Collaboration between the Counselor Education and IO Psychology programs in these two group classes opened up opportunities for future collaboration between these programs and underscored that group work is a broad methodology. The reader is invited to think about the use of process observations in group practice and training settings.

References


CALL FOR PROPOSALS: ASGW RESEARCH GRANT AWARD

Purpose: The purpose of the grant is to fund studies that increase understanding of group leadership, group membership, group processes, or training in any of the four types of group work.

Amount of Funding: ASGW has allocated $1000 to support deserving group work research. The maximum grant given will not exceed $500.

Who May Apply: The funds are available to both professional and student members of ASGW. Student researchers are especially encouraged to apply.

Proposal Format: Proposals must adhere to the following:

- Proposal must be typed in 12 point font, double spaced, and have one-inch margins.
- The proposal may be a maximum of 4 pages including budget. References may be added in addition to the 4 page limit.
- Attachments submitted as part of the proposal beyond the 4 page limit will not be reviewed by the committee.
- Submitted documents must be in EITHER Microsoft Word or Rich Text Format. No other formats will be accepted.
- Submit one blind copy of the proposal and one copy of the proposal with author identification as two separate attachments to Deborah Rubel, ASGW Research Committee Co-chair on or before January 30, 2009.

Recommended Proposal Outline:

- Rationale
- Methodology
- Ethical considerations
- Budget
- Plan for Dissemination
- References

Evaluation Criteria: Research proposals will be evaluated by a panel of reviewers using the following criteria:

a. Qualifications of the Researcher:
b. Quality of the Proposed Research:
c. Financial Need:
d. Plan for Dissemination:
e. Acknowledgment of Support and Agreement:

Deadline for Submission: The deadline for submission is January 30, 2009.

Grants will be awarded during the ASGW Awards Luncheon at the 2009 ACA Conference in Charlotte.

For a more detailed description of guidelines and evaluation criteria please see the website at www.asgw.org. Requests for further information should be directed to: Deborah Rubel, ASGW Research Committee Co-chair, deborah.rubel@oregonstate.edu
Invitation for Applicants: ASGW Peg Carroll Scholarship

The ASGW Awards Committee invites applicants for the $2,000 scholarship given annually to honor Marguerite “Peg” Carroll, former ASGW President and pioneer in group work. The purpose of the award is to support the study of group work and further the understanding of group dynamics. Any student interested in the field of group work is eligible for consideration by the ASGW Awards Committee.

Applicants are requested to respond to the following questions:
1. There are many types of group experiences such as: therapeutic and/or counseling, decision making, task oriented, psychoanalysis, quality circles, classroom meetings, etc. What area interests you the most and why?
2. Where would you obtain training in your area of interest? Be specific in respect to trainers, institutions, workshop sponsors, etc. In addition, describe your intended degree program, if it applies.
3. In what setting(s) and with what population do you hope to use your expertise?
4. How do you plan to assess if you and your groups are making progress? Have you had any experience with these evaluation tools? Explain fully.
5. List the types of groups in which you have participated.
6. Describe their duration and the positive and negative aspects of each experience and your role (participant, leader, intern, etc.).
7. Describe your participation in professional organizations related to group work.

The application should have a cover sheet with name, address, home and work phone numbers, e-mail address, social security number, and the names and contact information of those writing letters of recommendation.

Letters of recommendation should be solicited from THREE professionals in the field who are familiar with the applicant’s work. These letters may be from supervisors, mentors, major professors, or other individuals who are knowledgeable about the applicant’s work with groups. These letters should be forwarded directly from the recommendation source to the address listed below and must be received by January 31, 2009. Recommendation letters should address topics such as group counseling skills of the applicant, evidence of ethical behavior, and evidence of professional commitment and potential.

Electronic submissions are preferred and may be submitted via e-mail (attachment) to: kelly.mcdonnell@wmich.edu. Submissions via regular mail should include three (3) typed and double spaced copies of the application to: Kelly McDonnell, Ph.D., Western Michigan University, Department of Counselor Education and Counseling Psychology, 3102 Sangren Hall, Kalamazoo, MI 49008. Applications must be received by January 31, 2009. The scholarship recipient will be announced at the ASGW Luncheon at the ACA Conference in Charlotte, North Carolina. Recipients must be (or become) members of ASGW.

Nominations Sought for Group Work Practice Award

The ASGW Awards Committee is seeking nominations for the Group Work Practice Award. The purpose of this award is to recognize an outstanding practitioner in group work. Recognition may be for any area of group work covered by the ASGW. Professional Standards and nominees must be members of ASGW.

A nomination letter and two supporting letters should address the following points:
1. Scope of practice of nominee to include:
   a. Type of group work
   b. Client population served
   c. Practice setting
2. Innovations in group work practice by the nominee.
3. How nominee has disseminated group work skills through workshops, conference presentations, supervision, and/or training.
4. Evidence of nominee’s significant contribution to group work practice.

Nominations and supporting letters must be received by January 31, 2009 and should be sent to Lorraine J. Guth, Ph.D., Indiana University of Pennsylvania, Department of Counseling, 206 Stouffer Hall, Indiana, PA 15705. Materials may also be sent by e-mail to lguth@iup.edu. The award recipient will be announced at the ASGW Luncheon at the ACA Conference in Charlotte, North Carolina.

Call for Nominees: Eminent Career Award and Professional Advancement Award

The ASGW Awards Committee is seeking nominations for the Eminent Career Award and for the Professional Advancement Award. Nominations in either category should address the nominee’s outstanding activities and contributions to the field of group work. Additional letters speaking to the nomination would be welcome. Letters should identify which award is being sought. Eminent Career Award: This highest award is intended to recognize major contributions made to the field of group work by an ASGW/ACA member. Credentials and letters of recommendation for the nominee should convey the national and/or international influence the individual has had on group work over a period of time. Professional Advancement Award: This award is made to recognize the outstanding activities of an individual who has helped advance the field of group work through any one of the following: research, development of a new technique or theory, public relations, legislative activities, or group work practice.

Nominations and supporting letters must be received by January 31, 2009 and should be sent to Lorraine J. Guth, Ph.D., Indiana University of Pennsylvania, Department of Counseling, 206 Stouffer Hall, Indiana, PA 15705. Nominations may also be sent by e-mail to lguth@iup.edu. The award recipients will be announced at the ASGW Luncheon at the ACA Conference in Charlotte, North Carolina.
A Message from the Editor
By Amy Nitza

Dumelang! (Hello!). Greetings from Gaborone, Botswana where I am currently spending a year as a Fulbright Scholar at the University of Botswana. I am involved in several group-related activities here, and I can say that both the need and the opportunity for the development of group work in the country are enormous. One of my goals for my time here is to generate sufficient enthusiasm for group work to spark interest in an international branch of ASGW in the country. More on this topic in a future issue.

In the meantime, I want to inform you of some upcoming changes in The Group Worker. As you may be aware, ASGW is currently in the final stages of negotiating a new contract for publication of The Journal for Specialists in Group Work. Thanks to the hard work and skillful negotiating of George Leddick and your ASGW Executive Board, one of the benefits of the new contract is that beginning in 2009 The Group Worker will be published free of charge by Taylor and Francis. This change will save the organization several thousand dollars every year on printing and mailing costs and therefore allow us to serve you better. Meanwhile, the format, layout, and content of the newsletter will remain the same. The primary difference you will notice is that your newsletter will now be bundled and shipped with your copy of The Journal for Specialists in Group Work. A related change you may notice is the timing of the issues you receive. Because JSGW is published quarterly and The Group Worker only three times a year, a change in the publication schedule of the newsletter will be necessary. The details of the schedule are still being finalized, but look for your next issue of the newsletter to come with your first 2009 issue of JSGW this winter.

Finally, as we make the switch from independent publication to publication courtesy of Taylor and Francis, the current issue of The Group Worker is being distributed electronically only – both through the ASGW listserv and on the members’ only section of the ASGW website (www.asgw.org). This is a one-time only arrangement; hard copies will resume with the next issue from Taylor and Francis.

I anticipate a smooth transition in cooperation with the publication team at Taylor and Francis, and I appreciate your patience as we complete this process. I will keep you informed of any additional updates. If you have questions, concerns, or ideas, please do not hesitate to contact me. I can be reached at nitzaa@ipfw.edu. I would love to hear from you!

The Group Worker
Published three times between the months of September and May by the Association for Specialists in Group Work, a division of the American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304. Subscription to The Group Worker is included with ASGW membership. To join ASGW or to process a change of address write to ACA, 5999 Stevenson Avenue, Alexandria, VA 22304. All other correspondence should be directed to the Editor, Amy Nitza, School of Education, Indiana University-Purdue University Fort Wayne, 2101 E. Coliseum Blvd., Fort Wayne, IN 46805-1499, nitzaa@ipfw.edu

Welcome

ASGW warmly welcomes the following new members:

Jennifer Correll, Florida
Marj Burgess, Maine
Ingrid Melenbacker, Virginia
Daphne Ingene, Mississippi
Troy Lizzana, Guam
Stephanie Speck, Ohio
Eleanor Goodwin, Texas
Jessica Vipond, Illinois
Melanie Brown, Utah
Tonya Walker, New Mexico
April Montalbano, Louisiana
Sister Paulo De Oliveira, Brazil
Nichelle Chandler, Texas
Dana High, Florida
Teresa Demars, Connecticut
Natalia Harwood, Virginia
Laura Welfare, Virginia
Paula Edwards-Gayfield, North Carolina
Candice Norris-Brown, Georgia
Gail Papay, Ohio
Jennifer Pepperell, Minnesota
Karen Abel, Texas
Allthea Curtis, Arizona
Leslie Agee, Tennessee
Christina Coomer, South Carolina
Lisa Ann Forte, Pennsylvania
Margaret McKenna, Arizona
Patricia Boone-Edgenton Longoni, Arizona
Jacqueline Griffeth, Ohio
Maria Domingues, Ontario Canada
Christine DePari, Massachusetts
Rodney Parks, Georgia
Emily Kuykendal, Florida
Cathy Bermudez, Florida
Thomas Volker, Kentucky
Rebecca Koltz, Idaho
Ernest Hollingsworth, North Carolina
Caroline Perjessy, Ohio
Adrienne Golyksi, Ohio
Mary Ann Parkhurst, Washington
Melva Young, Louisiana
Mary Wagner, Florida
Shari McMillen, Kansas
Sara Greco, Arizona
Dammy Ojomoses, Connecticut
David Ward, Maine
Martha Bachman, New Jersey
Seth Hayden, Virginia
Tony Parsons, Kansas
Frances Martir, Puerto Rico
Connie Griffin, Florida
Matthew Parry, Georgia