JSGW Editorial Board Changes

Submitted by Donald E. Ward, Editor, Journal for Specialists in Group Work

There are several changes in this issue to the JSGW Editorial Board. Scott Glass has been appointed as the new JSGW Associate Editor. Wendy Briggs of Pittsburg State University has been appointed as the new Journal Associate Editor. Wendy Briggs of Pittsburg State University has been appointed as the new Journal Associate Editor. Wendy Briggs of Pittsburg State University has been appointed as the new Journal Associate Editor. Wendy Briggs of Pittsburg State University has been appointed as the new Journal Associate Editor. Wendy Briggs of Pittsburg State University has been appointed as the new Journal Associate Editor. Wendy Briggs of Pittsburg State University has been appointed as the new Journal Associate Editor. Wendy Briggs of Pittsburg State University has been appointed as the new Journal Associate Editor. Wendy Briggs of Pittsburg State University has been appointed as the new Journal Associate Editor. 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A Message from the President-Elect

Maria Riva

When I began thinking about this presidency that begins July 1, I reali-zed that what I want most is some information from you, the mem-bers of ASGW. My theme for the year is “Evaluating the Ef-fectiveness of our Groups” and it seems important to start this process by evaluating how we are doing in ASGW. These are three important ques-tions that I am working on and strongly believe that by gaining feedback about our organization we can determine how and whether we are meeting the needs of our members.

Here are some of my questions:

- What do you see as the benefits of being a member of ASGW?
- How long have you been a member and what components are important to you when you decide to renew your membership?
- What topics or questions would you like ASGW to address in the future?
- How do you see these topics or training needs being addressed (e.g., in the newsletter, in the journal, at an ACA symposium, at an ACA conference, in emails to members, etc.)?

Reflections from a New Fellow

By S. Lenoir Gillam

The recipient of the 2006 Peg Carroll Scholarship is Anniliese A. Singh, a gradu-ate student in Counseling Psychology at George Washington University. Singh has excelled in several areas of group work including practice, teaching, advocacy, and research. She has been a long time member of the Association for Specialists in Group Work as well as the National Career Planning and Development Association and has worked as an ad hoc reviewer for the Journal for Specialists in Group Work.

Ms. Singh has a wide variety of interests and has participated in various activities including psychoeducational, classroom meetings, task-oriented, therapeutic analysis, counseling groups. She believes that the power of groups to transform client lives is truly incredible, and feels most challenged and driven as a group worker with the population she is also acknowledging as groups with LGBTQI people and people of color. For these populations, there are so many societal divisions that exist driving these communities apart that she feels personally inspired and honored to work with people who identify as a support group for these individuals.

In her current role as Director of Multicultural Affairs at Agnes Scott College (a small women’s undergraduate college), she has founded groups for both women of color (“Sister Talk”) and LGBTQI students (“Lavender Hour”), in these groups the members have worked on issues of not only coming out and managing the sometimes-challenging intersection of sexuality and religiosity/spirituality, but also issues of racism and exploring how to support individuals more intentionally as a community. Therapeutic and counseling group experi-ences like these have given her excellent training about using a group modality as a way to empower and support marginalized communities. For example, she has found incredibly rewarding her group work with South Asian students involved with domestic partner violence. She expressed the joy of working with this population and also acknowledged that there have been challenges as well, including decisions about language used in group (English was the second language for many students) and the challenge of language. Valuable aspects of her training have been the “use of self as instrument” and drawing on her own personal experiences as grist for the mill in the group. Though challenging, she has found the use of self relief because it has afforded her the opportunity to be a more authentic and genuine person in the group format.

Ms. Singh shared her deep appreciation for being awarded the ASGW Peg Carroll Scholarship, and indicated that she is incredibly beneficial in her continued group training sessions. She has valued the efforts of Peg Carroll and ASGW to provide awards to support students interested in group work and that she has not otherwise be conducted due to financial or other restraints. You are an inspiration to me.” Ms. Singh is an inspiration herself.

As one of her mentors wrote, “Ms. Singh is already playing a leading role in an ac-cumulation and commitment to group practice, research, leadership, training, advocacy, and multicultural issues. Ms. Singh is without a doubt a strong match for the significant impact that Peg Carroll has contributed to the field of group work, and she exemplifies the high standards of this award.”

The Association for Specialists in Group Work is a professional home base for me. I see it as a place where I can continually meet and be challenged by others in the field and grow as a professional. ASGW is truly an honor, and in my mind it expands a call to continue strengthening the association to the best of my ability. I certainly appreciate being recognized for my time, commitment, and unique contributions I have made to this association and the profession.

At the same time, I cannot help but wonder: how is it possible to receive an individual award in an association where I have been able to establish not only the connections with, and influence of, so many wonderful friends and colleagues? I do own that I have been a loyal member of ASGW and that I am truly com-mitted to the advancement of group work, although I am human and I know I have not been alone in my professional journey. The adage noted on my old ASGW coffee mug, “together we can make it better,” certainly rings true to me. I wish to thank by name in this article everyone who has made a difference along the way, although I know I will continue making my appreci-ation known to them. Nonetheless, as I reflect on what it means to me to be named Fellow, this honor has led me to consider more about my own personal experiences in group practice and to anticipate my role in the association in the future.

Reflections from a New Fellow

By S. Lenoir Gillam

As a student working on my master’s degree in 1989, I was recruited by Richard and Bee Hayes to serve on the committee that organized the first ASGW National Conference (in 1990 in St. Petersburg, Florida). Despite the years between that conference and today, my experience in ASGW at that time stands out as an inspiration that has influenced me for the rest of my life. Through the years I have served ASGW in a number of capacities (e.g., Membership Chair; Secretary), and what I value most is that by gaining feedback about our organization we can determine how and whether we are meeting the needs of the association.

Featuring Dr. Michael Hutchins

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With Dr. Jeremiah Donigan and Dr. William Kline and Selected Presentations on Group Counseling & Therapy

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More details see: www.buffalo.edu/~jdelucia/nyasgw.html

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The award for the outstanding article appearing in the 2005 Journal for Specialists in Group Work was presented to Dr. John Otieno Okech and William B. Kline for their article: “The Effects of Group Counseling and Group Support on Coping with Natural Disaster: Lessons from the Hurricane Katrina Experience.” The article, which appeared in the 2005 June issue of the Journal for Specialists in Group Work, was featured among other significant contributions to the field of group work.

Dr. John Otieno Okech is an Assistant Professor of Counseling at the University of Houston, and William B. Kline is a Professor of Counseling at Texas A&M University. Their research focuses on the impact of group counseling on coping with natural disasters, specifically the effects of Hurricane Katrina.

Congratulations to Jane and Bill on their excellent scholarly work!

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Advanced Group Work Training Opportunity

The Association for Specialists in Group Work and Indiana University – Purdue University Fort Wayne awarded Dr. Chris McCarthy with the 2006 ASGW Group Work Practice Award.

Dr. McCarthy was nominated for this award because of his contributions to the field of group work and his dedication to education. He is an Associate Professor of Counseling and Director of the Counseling Education Program at Indiana State University. His research interests include group work, counseling theories, and teacher education.

Congratulations to Dr. McCarthy on this well-deserved recognition!

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Chris McCarthy

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Advanced Group Training Institute Status and Events

Submitted by James P. Trotzer, Ph.D.

ASGW’s Advanced Group Training Institute (AGTI) will be moving to Indiana University-Purdue University at Fort Wayne, IN this summer. A special feature of this Institute will be the development of ASGW’s first “Group Work with the Internet” training. Details about his third Institute are provided elsewhere on this page. A special feature of this Institute will be the development of ASGW’s first “Group Work with the Internet” training.

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Call for Journal for Specialists in Group Work Editorial Board Applications

Applications are now being accepted for a three-year appointment to the editorial board of the Journal for Specialists in Group Work, beginning January 1, 2007. ASGW is actively interested in receiving applications from individuals representing a wide variety of theoretical orientations.

If you are interested in serving on the editorial board of the Journal for Specialists in Group Work, please submit your application to Dr. Donald E. Ward, Editor, Journal for Specialists in Group Work, Department of Psychology and Counseling, Pennsylvania State University, University Park, PA 16802.

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At the ACA 2006 annual convention in Montreal I had the honor of being elected as an ASGW Fellow. One of the traditions of becoming a Fellow is to share one’s thoughts and background related to group work. The following is a short excerpt from my talk at ACA related to my beliefs and experience working with groups.

My group work is based on specific values that I have held since the beginning of my career as a summer counselor in Upward Bound, which was one of John F. Kennedy’s initiatives for his War on Poverty. I worked in Upward Bound for many years, eventually becoming the Director. During this time in the late 1960s and 1970s my values and beliefs were sharpened and provide the core foundation for my work with youth at-risk, cross-cultural counseling, and group work that I hold to this day. These values include a deep rooted commitment and belief in:

- Social Justice
- Multiculturalism
- Prevention
- An Ecological Perspective
- Not To Be Constrained By Accepted Ways Of Doing And Being
- Think Systemically
- Be Courageous And Willing To Take Risks
- Don’t Get Caught Up In The Little Stuff
- Change Is Perfectly Fine
- Quick Immediate Fixes Generally Don’t Sustain
- Process Is Key In Change

These core values stayed with me following Upward Bound – as Director of the Massachusetts Department of Mental Health Region I Adolescent Treatment Program, as a consultant in numerous facilities including psychiatric hospitals, and as a consultant in numerous facilities including psychiatric hospitals, prisons, community mental health centers and agencies, schools, programs for the developmentally disabled, clinics, social services agencies and programs, and substance abuse programs. Simultaneously this work also took me in the direction of working in many different cultures providing me an incredibly rich opportunity to learn and grow from being invited to provide training, supervision, and consultation on Native American Indian reservations, Hispanic community mental health centers and programs, African American community mental health centers and programs, Asian American mental health and social service programs and centers, and programs serving refugee and immigrant populations.

While all this national activity was going on I also had the great privilege to work internationally. Although I had traveled fairly extensively to see the world, in 1982 I began to travel professionally. This travel, which has greatly contributed to my development and perspective regarding group work, was primarily in collectivist societies where group, family, and community were far more important than individuals and helped reinforce and shape my view about the importance of the social networks and connections. Looking back over the years, much to my amazement, I realize that I have worked in over 30 countries, and travel nowadays at least 3 times each year overseas doing international work. An example of the broad scope of this work is evident in the upcoming year where I have been invited to present at an Asia based conference in Singapore (where I will probably be the only North American there), organizing a global conference on at-risk youth in collaboration with colleagues from China which will be held Beijing, and being invited to Zambu and Malawi to help develop comprehensive community-based group and community intervention programs targeting HIV/AIDS and youth at-risk. As these opportunities continue to present themselves it also provides tremendous learning for me as I continue to shape my ideas and beliefs about group work.

In summary, I have had tremendous opportunities to work cross-culturally and internationally. Coupled with this are the ample experiences I have had in leading various organizations and agencies, as well as extensive experience consulting and training where I could implement, try out, and research ideas and directions related to my beliefs in group work. I continue to learn, emphasize group work in my practice and teaching, and challenge traditional American Western driven values that emphasize individualism, self determination, self reliance, personal autonomy, etc. In many ways we in the group work field are fighting against the grain and mainstream thought, although I believe group work is becoming more established and acceptable in the counseling and psychology worlds over time. I guess I would sum up my experience with the thought that “group is the only place to be.” I appreciate and you taking the time to read about my reflections on being a Fellow. Thank you.
Sample Group Session Topics [Mentors]

- Mentoring goals
- Challenges in mentoring
- Successes with mentees
- Racial identity
- Team and community building
- Group dynamics
- Gender issues
- Sex education
- Conflict resolution
- Leadership and personality styles
- Presentation and instructional skills
- Multiple intelligences, Personality inventories, learning styles.
- Multicultural education, public school policies, structure, politics.

References


Hudson, R. & Houston, B. (Producers/Directors). (2000). A Place at the Table. (Motion picture). Available from Teaching Tolerance, 400 Washington Avenue, Montgomery, AL 36104


Sample Activities for Support Groups for Girls of Color in High Schools

- Drawing Cultural Symbols: Drawing cultural symbols that represented who they are to introduce themselves.
- Sharing Cultural Music: Bring in and discuss a song that reflects who they are within a personal, cultural, and social context.
- Understanding the Racial/Cultural Identity Continuum: After providing information on the various stages of racial and cultural identity (Merchant, 1991), members are asked to physically place themselves on an imaginary continuum indicating where they see themselves. Members are then asked to move to where they would like to be on the continuum and to identify specific things they needed to do to get there. These goals are then acted upon with the help of other adults.
- Racism and Prejudice discussions: about various definitions, personal experiences, and ways to deal with racism and prejudice.
- Cultural Sharing: Research one's culture and share aspects of it with the group.
- Celebratory Ending: Token gifts, potluck dinners, or pizza to applaud their efforts and to validate their journey in enhancing personal and cultural pride.

Successes and Conclusion

The nature of our work is such that short term gains are not easily discernible. However, despite the many challenges, we are slowly beginning to see the rewards. For instance, one of our mentees graduated from high school and is now an active mentor in the project. Several of our mentees have changed their approach to schooling and contacts and school counselors are telling us how the mentees are changing the test of their behavior, rather than being reprimanded for their negative behaviors. Our project has received the mayor's award for diversity, and has been showcased by our external funding organization to their donors as one of their special projects.

We are greatly heartened to see the positive response from all the constituents. Thus, we believe our disparate efforts at service learning and group work have come to fruition in a comprehen- sive, ecologic model that has for reaching impact. The marriage between education and counseling within a multicultural frame- work, with group work at the forefront, has brought forth exciting possibilities for the school district, university and various community partners involved. We look forward to continuing our efforts to sustain the partnerships.

Check www.asgw.org for information about next year’s scholarships and awards

GROUPWORK PRACTICE IDEAS

ASSOCIATION FOR SPECIALISTS IN GROUP WORK

Cultural Identity Psycho-educational Groups:
A Multi- disciplinary, Multi-Aged, and Multi-Institutional approach

Dr. Lalita Subrahmanyan and Niloufer Merchant

Lalita Subrahmanyan is Professor of Elementary and Middle Level Education at St. Cloud State University. Her Ph.D. obtained in 1993 from the State University of New York at Buffalo, was in Comparative Education. She has taught courses in emerging adolescent development and middle level education, instruction and assessment, and the social foundations of education. Her emphasis in her teaching and her work is as the cultural diversi- ety coordinator in the St. Cloud school.

Niloufer Merchant is Professor and Department Chair in the Department of Educational Leadership and Community Psychology at St. Cloud State University, St. Cloud, Minnesota. She has a doctoral degree in Counseling from the University of Cincinnati, Ohio, and a master’s degree in Clinical Psychology and Psychology from University of Wisconsin-Whitewater and University of Pune, India. In 2000-2001 she served as the Interim Cultural Diversity Co-Coor- dinator for St. Cloud School District 742, and in 2002-2003 was the Interim Director for the Women’s Center at SCU. Niloufer’s areas of interest include group, multicultural and gender issues in counseling. She has worked extensively in counseling and group work related to enhancing cultural and racial identity, grassroots community organizing, and working with underserved populations. Her research and publication areas include racial and cultural identity development, multicultural group competencies and the use of qualitative research methods. She is an active member of ASGW and is currently the Co-Chair of the Diversity Committee, and Process Observer for the ASGW Board.

Background

The problems of cultural identity develop- ment in historically white communities with growing populations of color call for very creative solutions. In St. Cloud, Minnesota, what began as our individual efforts to work with schools through our respective disciplines, namely multicultural education and counseling, has ultimately evolved into an exciting interdisciplinary project with mutual goals.

About six years ago, Subrahmanyan im- mersed her mainly white teacher candidates from St. Cloud State University, (hereinafter referred to as the university) who were enrolled in the university’s education program. This service learning experience required candidates to study racial identity development and reflect upon their own racial identities, experiences with race and level of comfort working with students from diverse cultural backgrounds. Subrahmanyan’s ultimate goal was to develop students who had not met the needs of students of color in culturally relevant ways, and were well trained to work with and be comfortable working with students of color. Additionally, both teacher candidates and teachers did not know how to home resources from within and outside the schools or collaborate with community agencies to meet the needs of children.

Merchant’s work with students, mainly girls, of color in the school system also began six years ago with a state grant-funded project focused on enhancing psychological and social well-being for girls and women of color in the community. Initial attempts to implement psycho-educational groups for adolescent girls in the community failed, and her focus shifted to the high schools. Prior to the implementation of groups in the schools, Merchant had been conducting similar groups for several years, emphasizing individual and group-based treatment setting that provided long term services for youth with emotional and behavioral disorders. In talking with school counselors and other officials she quickly discovered a desperate need to work with girls of color, particularly low income, who were falling through the cracks in the predominantly white public school system.

Merchant attempted to help students develop positive identities by establishing several psycho-educational groups, a sup- portive environment within which they could talk about cultural/ racial identity, racism and prejudice, and cope with the main- stream culture. She led groups for girls in three high schools, and after school groups for boys in two elementary schools with a large number of culturally diverse and low-income students.

Coincidently, around this time both Sub- rahmanyan and Merchant were invited to serve as interim Cultural Diversity Co-Coor- dinators for the school district for one year as a team. During our tenure, we realized that a single track approach—educational or psychological—would not be sufficient to meet the needs of students. Additionally, both of us had extensive experience working with schools since 1993. In 2000-02 she served as the cultural diversi- ety coordinator in the St. Cloud school.
Continued from Pg 5

The overall purpose of all the groups was to: develop positive cultural identity through what we called cultural awareness and activism. Students of color would develop positive cultural/racial identity through what we called cultural awareness and activism. Students of color would develop positive cultural/racial identity development and in some cases teachers. The groups were conducted on a weekly basis and were designed to have at least one meeting per week, and occasionally a staff member from the local sexual assault center. Groups were held during the school day with groups timed between 1:30 pm and 2:30 pm, and were not repeated more than once the same class.

Activities and themes generally focused on gender and racial identity.

Sample Topics
- Body Image/Beauty: Participants discuss how body image is defined in society, and how they view themselves.
- Sexual identity: Discussion on sexual issues related to sex identity.
- Healthy Relationships: Discussion on healthy and unhealthy relationships.
- Cultural identity: Using video resources to discuss racial and cultural identity development. A Place at the Table (Teaching Tolerance, 2000), and Just Black? (Wine, Warren, & Martin, 1991).
- Inter-and Intra-ethnic Conflict and Conflict Resolution: Address conflicts among members, and outside the group directly, identify appropriate conflict resolution techniques, and examine dynamics of inter- and intra-ethnic conflicts.

Elementary Schools Culture Clubs
The success of the high school groups with our realization of the need to include a public education focus, led to the creation of expanded groups at two local Elementary schools (K-3 and 4-6th grade respectively). These groups were multi-disciplinary, multi-age, multi-racial and multi-ethnic in gender, and worked with a volunteer cadre of college students, teachers, school staff, and community leaders. There was a high priority in the elementary education and community programming groups, volunteers from the local sexual assault center and cultural groups, school administrators, parents and the local community, and school staff—the social worker, an ELL and art teacher. From 5-6 students in 1999-2000, the group grew exponentially to about 45 in Year 4 (2002-03).

Features
- Activities: Designed to meet member needs and goals, level of cultural competence, age, and cultural and social development. With initial description of the groups see Merchant and Butler (2002).

Support Groups for Girls of Color in High Schools:

As a way to support those students of color who were studying social work, culturally competent learning systems, and psycho-educational/support groups were established with the help of school administrators and counselors in two high schools and one alternative learning center.

Format
- Each group took on a different persons; however, all were comprised of ethnically minoritized girls ages 14-18. Refers to the group were never more than eight girls at one time, and occasional rare staff members from different age groups.

Activities
- Women and Girls Mentoring Project
  - Mentor groups with lead mentors (college students who have been with the program for more than three years).
  - Mentee groups: Mentors meet on a weekly basis in four local schools with junior high or high school girls in groups of around 20.
  - Mentor training seminars and retreats with the directors. Seminars are monthly, and conducted every two weeks. Each academic year the event is different.
  - Final celebration—a banquet—to celebrate the achievements and success of all participants.

Format in this project we have structured multiple groups in a format specifically designed to address several critical needs.

Activities
- Multiple sessions are devoted to building sisterhood and training in multicultural education. Students of color are no longer treated as or new immigrants as well as international students from Africa. Some of these groups are held for middle class, and most of the students are from a variety of backgrounds, wealthy, families in their native country and learn a great deal about children who have grown up in this country. Many of these students have come here as refugees and have much to offer others from their own experiences of homelessness, poverty, war, and violence.

Group sessions with mentors consist of activities that are age appropriate, focused on issues of race and gender, and on culture and cultural differences (partial curriculum adapted from Mykyt & Kivel, 1998). We have been rigorously evaluating the project through mentor/mentee session tally sheets, group session planning sheets, group session evaluation, mentor and mentee goal setting.

Challenges
- We believe strongly in the ability of students of color to succeed in the schools if all students are educated and aware of their respective cultural identities. We also recognize the need for research that cultural identity is best developed through support and understanding. We hope to see all of the cultural identity development programs we have developed become the backbone of the K-12 curriculum in California, and extend through college. In order to achieve that goal, we have been working with various stakeholders to take the project and move it that institution, to develop an environment where all students can do this by emphasizing the benefits to both institutions—enhanced achievement of students of color in schools, and the recruitment and retention of students committed to social justice.

Sample Group Topics (Mentees)
- Black: Gender identity, Media image of women, Sexual identity, Emotional Abuse, Dating, Cultural and racial identity, Sexual abuse, Racial identity, Cultural and racial identity, Racism in school, Women of color role models, Career opportunities, Time management, Homework, Peer pressure, Jr. High, Pregnancy, Junior High, Racial identity, Professionalism, Jr. High, Career skills, Jr. High, Continued on Pg 8

The Group Worker
As such we, along with a group of female college students, developed a mentoring project to prepare women students at the university to serve as mentors to the elementary schools culture clubs. We are directing the project with funding from a variety of external grants, and internal resources.

The groups met once a week, after school for nearly two hours according to a set schedule.

**Culture Club Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30 – 3:00 p.m.</td>
<td>Snack Time</td>
</tr>
<tr>
<td>3:00 – 3:50 p.m.</td>
<td>Group Time</td>
</tr>
<tr>
<td>3:50 – 4:00 p.m.</td>
<td>Departure</td>
</tr>
</tbody>
</table>

Our activities reflected our overall purpose and multi-disciplinary framework. We used strategies from the elementary school group work, multicultural literature, hands-on activities such as, computer research, cultural games, videos discussions about conflict, racism, prejudice, team-building, role plays, and sharing of experiences, written and spoken.

**Sample Activities: Culture Club**

- Cultural Bingo
- Culture Fair (creating cut-out dolls that reflect who are students)
- Culture Keepakes Boxes
- Readback
- Indian "Rangoli" (impermanent art consisting of floor patterns made with colored rice)
- Sample Group Topics
- Conflicts among members, and others outside
- Elementary Schools Culture Clubs
- The purpose of this activity is to create a safe space for students to discuss issues relevant to women, to develop a sense of community, and to promote cultural knowledge and identity, and develop leadership potential.
- We hope to support the enthusiasm of young college students to work in the community by providing the opportunity for increased knowledge and training.
- To provide some financial and academic support to sustain their commitment to the next generation.
- To support the students, we provide a variety of opportunities to develop academic and social areas and to encourage goal setting and planning for future careers.
- Culture Fair (Final Celebration) Planning and Organizing
- **Sample Group Topics**
- Cultural or Racial Identity
- Sexism,
- Gender Identity
- Media image of women
- Sexual Abuse
- Dating
- Emotional Abuse
- School and community awareness of cultures
- Cultural or Racial Identity Sexism, racism in school
- Women of color role models
- Career Exploration
- Time management
- Homework (primary or Junior High)
- Summer Program (High School)
- Professionalism (High School)
- Career skills (High School)
- Member groups: lead mentors (college students who have been through the program for more than one year) Mentee groups: mentors meet on a weekly basis in four local schools (e.g., junior high or high school girls in groups)
- Mentor training seminars and retreats with the directors. Seminars are monthly, and we conduct two half-day retreats each academic year for the mentors.
- Final celebration—a banquet—to celebrate the achievements and success of the students.

**Women and Girls Mentoring Project**

**Format**

In this project we have structured multiple groups to be mentored:

- Mentor groups with lead mentors (college students who have been through the program for more than one year) Mentee groups: mentors meet on a weekly basis in four local schools (e.g., junior high or high school girls in groups)
- Mentor training seminars and retreats with the directors. Seminars are monthly, and we conduct two half-day retreats each academic year for the mentors.
- Final celebration—a banquet—to celebrate the achievements and success of the students.

**Features**

- As a way to support those students of color who were struggling socially, emotionally, academically and in the school system, psycho-educational/support groups were established with the help of school administrators and counselors in two high schools and one alternative learning center for youth.

**Format**

Each group took on a different personality: however, all were comprised of ethnic minority girls ages 14-18. Referrals to the group were from the school counselors/principals, and in some cases teachers. The groups were conducted on a weekly basis, and occasionally a staff member from the local sexual assault center. Groups were held during the school day with group times rotated each week to avoid repeatedly missing the same class.

**Activities**

- Activities and themes generally focused on gender and cultural identity.
- Sample Topics
  - Body Image/Beauty: Participants discuss how body image is defined in society, and how they view themselves.
  - Sexuality: Discussions on teen sex, various ways in which sex is used to define self, and issues related to sexual violence.
  - Health Activities: Discussions on healthy and unhealthy relationships.

**Mentor Only Sessions**

- Cultural Identity: Using video resources to discuss cultural awareness.
- Cultural or Racial Identity: Using video resources to discuss cultural identity.
- Cultural Identity Groups in a Residential Treatment Setting

**Features**

- Ethnic minority clients are often placed in treatment settings that have a predominance of White staff and residents. While culturally relevant treatment plans may be developed, the question remains as to what needs to be done to create an atmosphere that is safe for residents of color. A review of the literature in culturally relevant treatment plans is generally positive to homogeneous racial groups, for example, groups for African Americans, Native Americans, etc.

**School-Based Mentoring Programs**

**The purpose of this project goes beyond that of our previous groups. Here our intent is to create an intergenerational network between culturally diverse college students (either in high and middle school, or adult members, and resident members of the community, with a focus on cultural identity development.**

Our immediate goals are to provide a safe context for female students to discuss issues relevant to women, to develop a sense of community, and to promote cultural knowledge and identity, and develop leadership potential. We hope to support the enthusiasm of young college students to work in the community by providing the opportunity for increased knowledge and training.

- To provide some financial and academic support to sustain their commitment to the next generation.
- To support the students, we provide a variety of opportunities to develop academic and social areas and to encourage goal setting and planning for future careers.

**Activities**

- Cultural or Racial Identity
- Sexism, sexism
- Gender Identity
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- Career Exploration
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- Career skills (High School)

**Support Groups for Girls of Color in High Schools**

**Features**

- As a way to support those students of color who were struggling socially, emotionally, academically and in the school system, psycho-educational/support groups were established with the help of school administrators and counselors in two high schools and one alternative learning center for youth.

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Each group took on a different personality: however, all were comprised of ethnic minority girls ages 14-18. Referrals to the group were from the school counselors/principals, and in some cases teachers. The groups were conducted on a weekly basis, and occasionally a staff member from the local sexual assault center. Groups were held during the school day with group times rotated each week to avoid repeatedly missing the same class.

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Sample Group Session Topics [Mentors]

- Mentoring goals
- Challenges in mentoring
- Successes with mentees
- Racial identity
- Team and community building
- Group dynamics
- Gender issues
- Sex education
- Conflict resolution
- Leadership and personality styles
- Presentation and instructional skills
- Multiple intelligences, Personality Inventories, learning styles.
- Multicultural education, public school policies, structure, politics.

References
Hudson, R. & Houston, B. (Producers/Directors). (2000). A Place at the Table. (Motion picture). (Available from Teaching Tolerance, 400 Washington Avenue, Montgomery, AL 36104)

Sample Activities for Support Groups for Girls of Color in High Schools

- Drawing Cultural Symbols: Drawing cultural symbols that represented who they are to introduce themselves.
- Sharing Cultural Music: Bring in and discuss a song that reflects who they are, culturally, social, and contextual.
- Understanding the Racial/Cultural Identity Continuum: After providing information on the various stages of racial and cultural identity (Merchant, 1991), members are asked to physically place themselves on an imaginary continuum indicating where they see themselves. Members are then asked to move to where they would like to be on the continuum and to identify specific things they needed to do to get there. These goals are then acted upon with the help of trained adults.
- Racism and Prejudice discussions: about various definitions, personal experiences, and ways to deal with racism and prejudice.
- Cultural Sharing: Research one’s culture and share aspects of it with the group.
- Celebratory Ending: Token gifts, potluck dinners, or pizza meals to applaud their efforts and to validate their journey in enhancing personal and cultural pride.

Background
The purpose of the cultural identity development in historically white communities with growing populations of color call for very creative solutions. In St. Cloud, Minnesota, what began as our individual efforts to work with schools through our respective disciplines, namely multicultural education and counseling, has ultimately evolved into an exciting interdisciplinary project with mutual goals.

About six years ago, Subrahmanyan im- pressed her main interest in teacher-candidate sub-jects to St. Cloud State University. (Hereafter referred to as the university) with emerging adolescent students for short periods in diverse settings—schools and community agencies—in an attempt to infuse multicultural education into an otherwise “white” teacher education program. The hope was that an emerging learning experience required candidates to study racial identity development and reflect upon their own racial identities, experiences with race and level of comfort teaching students from diverse cultural backgrounds. Subrahmanyan painstak- ingly discovered what she had seen in the past, that school districts did not meet the needs of students of color in culturally relevant ways, and that teacher candidates were often uncomfortable working with students of color. Additionally, both teacher candidates and teachers did not know how to handle students of color in their classrooms. Our project has received the mayor’s award for diversity, and has been showcased by our external funding organization to their donors as one of their special projects.

The nature of our work is such that short term gains are not easily discernible. However, despite the many challenges, we are slowly beginning to see the rewards. For instance, one of our mentees graduated from high school and is now an active mentor in the project. Several of our mentees have changed their approach to schooling and conflicts and school counselors are telling us how the mentees are positively influencing their test scores, respective to their test scores, indicating where they see themselves. Members are then asked to move to where they would like to be on the continuum and to identify specific things they needed to do to get there. These goals are then acted upon with the help of trained adults.

We are greatly heartened to see the positive response from all the constituents. Thus we believe our discrete efforts at service learning and group work have come to fruition in a comprehen-sive, ecological model that has for reaching impact. The marriage between education and counseling within a multicultural frame-work, with group work at the forefront, has brought forth exciting possibilities for the school district, university and various community partners involved. We look forward to continuing our efforts to sustain the partnerships.

Check www.asgw.org for information about next year’s scholarships and awards
At the ACA 2006 annual convention in Montreal I had the honor of being elected as an ASGW Fellow. One of the traditions of becoming a Fellow is to share one’s thoughts and background related to group work. The following is a short excerpt from my talk at ACA related to my beliefs and experience working with groups.

My group work is based on specific values that I have held since the beginning of my career as a summer counselor in Upward Bound, which was one of John F. Kennedy’s initiatives for war on Poverty. I worked in Upward Bound for many years, eventually becoming the Director. During this time in the late 1960s and 1970s my values and beliefs were sharpened and provide the core foundation for my work with youth at-risk, cross-cultural counseling, and group work that I hold to this day. These values include a deep rooted commitment and belief in:

- Social Justice
- Multiculturalism
- Preventive
- An Ecological Perspective
- Not To Be Constrained By Accepted Ways Of Doing Stuff
- Change Is Perfectly Fine
- Quick Immediate Fixes Generally Don’t Sustain
- Process Is Key In Change

These core values stayed with me following Upward Bound as Director of the Massachusetts Department of Mental Health Region I Adolescent Treatment Program, and as a consultant in numerous facilities including psychiatric hospitals, prisons, community mental health centers and agencies, schools, programs for the developmentally disabled, clinics, social services agencies and programs, and substance abuse programs. Simultaneously this work also took me in the direction of working in many different cultures providing me an incredibly rich opportunity to learn and grow from being invited to provide training, supervision, and consultation on Native American Indian reservations, Hispanic community mental health centers and programs, African American community mental health centers and programs, Asian American mental health and social service programs and centers, and programs serving refugee and immigrant populations.

While all this national activity was going on I also had the great privilege to work internationally. Although I had traveled fairly extensively to see the world, in 1982 I began to travel professionally. This travel, which has greatly contributed to my development and perspective regarding group work, was primarily in collectivist societies where groups, family, and community were far more important than individuals and helped reinforce and shape my view about the importance of the social networks and communities. Looking back over the years, much to my amazement, I realize that I have worked in over 30 countries, and travel nowadays at least 3 times each year overseas doing international work. An example of the broad scope of this work is evident in the upcoming year where I have been invited to present at an Asia based conference in Singapore (where I will probably be the only North American there), organizing a global conference on at-risk youth in collaboration with colleagues from China which will be held Beijing, and being invited to Zambia and Malawi to help develop comprehensive community-based group and community intervention programs targeting HIV/AIDS and youth at-risk. As these opportunities continue to present themselves it also provides tremendous learning for me as I continue to shape my ideas and beliefs about group work.

Examples of some of the group focused projects I have been and continue to be involved with are as follows:

- Empowerment Groups for Academic Success (EGAS approach) published in the Professional School Counseling journal and targeting adolescents who are at high risk of academic failure.
- Developing projects with disenfranchised parents whose children were at high levels of risk of academic failure.
- Bringing together parents, the business community, and community agencies in a long term collaborative effort around the youth at-risk in an urban district. This project began with an intensive group retreat to build relationships and goals for the group.
- Recently taught all the teachers in an elementary school how to run class meetings, or in group terms, how to work with group process.
- Currently consulting in a high school with the 16-th graders at the highest risk of failure where the school counselor (Sam Steen, who is an active ASGW member) and I are running two intensive weekly process groups. All 16 students have dramatically improved their grades and attendance and are currently strongly advocating to keep the group going beyond the agreed upon 10 weeks.
- Recently invited to a school district in Florida to train teachers about how to work with group process in the classroom.

In summary, I have had tremendous opportunities to work cross-culturally and internationally. Coupled with this are the ample experiences I have had in leading various organizations and agencies, as well as extensive experience consulting and training where I could implement, try out, and research ideas and directions related to my beliefs in group work. I continue to learn, emphasize group work in my practice and teaching, and challenge traditional American Western driven values that emphasize individualism, self determination, self reliance, personal autonomy, etc. In many ways we in the group work field are going against the grain and mainstream thought, although I believe group work is becoming more established and acceptable in the counseling and psychology worlds over time. I guess I would sum up my experience with the thought that “group is the only place to be.” I appreciate and you taking the time to read about my reflections on being a Fellow. Thank you
The award for the outstanding article appearing in the 2005 Journal for Specialists in Group Work was presented to Dr. Irene Otero-Ortiz and William II Kim for their article: “A Qualitative Exploration of Group Co-Leader Relationship Development.”

The article appeared in the June 2005 issue of the JSGW and describes Jane and Bill’s study of the process and outcome of group co-leaders over a 16-month period. They were able to identify five themes that influenced the group co-leader relationship development.

Congratulations to Jane and Bill on their excellent scholarly work!

### Advanced Group Training Institute Status and Events

Applications are now being accepted for a three-year appointment to the editorial board of the Journal for Specialists in Group Work, beginning January of 2007. ASGW is especially interested in receiving applications from individuals representing a wide variety of diverse expertise. Interested individuals may be appointed first as Ad Hoc reviewers to gain editorial review experience. Ad Hoc reviewers who demonstrate particular interest in the AGTI are invited to be considered for appointment to the JSGW Editorial Board. Information about the editorial experience may be appointed first as Ad Hoc reviewers to gain editorial review experience. Ad Hoc reviewers who demonstrate particular interest in the AGTI are invited to be considered for appointment to the JSGW Editorial Board. Information about the editorial experience may be appointed first as Ad Hoc reviewers to gain editorial review experience. Ad Hoc reviewers who demonstrate particular interest in the AGTI are invited to be considered for appointment to the JSGW Editorial Board.

In order to develop Institutes in accord with the needs and interests of group practitioners, group researchers, and group counselor educators, the Institute Leadership Committee is seeking to develop a series of Institutes at different geographical locations nationally and internationally.

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We welcome Chris to his new responsibilities as Associate Editor on the JSGW editorial team, and extend our sincere appreciation to Maria for her four years of dedicated service as Associate Editor.
When I began thinking about my presidency that begins July 1, I reflected on what I want most is some information from you, the members of ASGW. My theme for this presidential year is “Evaluating the Efﬁcacy of Our Groups” and it seems important to start this process by evaluating how we are doing in ASGW. These are many things I am wondering about and strongly believe that by gaining feedback about our organization we can determine how and whether we are meeting the needs of our members.

Here are some of my questions:

• What do you see as the beneﬁts of being a member of ASGW?

• How long have you been a member and what components are important to you when you decide to renew your membership?

• What topics or training would you like ASGW to address in the future?

• How do you see these topics/training being addressed (e.g., in the newsletter, in the journal, at an ACSA symposium, at a national conference, in emails to members, etc.)?

• What new ideas do you have for the Division?

• Would you like to be more involved in committees or participate in other ways? If so, do you feel you know how to become more involved?

• What ideas do you have for increasing the diversity of ASGW?

• What are the strengths of ASGW?

• Do you feel connected to other members? If not, what might help you connect with other people in the Division?

• What new ideas do you have for the Division?

A Message from the President-Elect
Maria Riva

The Group Worker

The recipient of the 2006 Peg Carroll Scholarship is Anniliese A. Singh, a graduate student in Counseling Psychology at George Washington University. Singh has excelled in several areas of group work including practice, teaching, advocacy, and research. She has been a long-time member of the Association for Specialists in Group Work, and has also worked as an ad hoc reviewer for the Journal for Specialists in Group Work.

Ms. Singh has a wide variety of interests and experiences, including training, teaching and research, including professional, educational, classroom meetings, task-oriented, therapeutic counseling, and counseling groups. She believes that the power of groups to transform client lives is truly life-changing, and feels most challenged and driven as a group worker when she is in collaboration with other groups who are supporting and acknowledging the unique dimensions of the LGBTQI people and people of color. For these populations, there are so many societal divisions that exist driving these communities apart that she feels personally inspired and honored to work with and give a supportive group for these individuals.

In her current role as Director of Multicultural Affairs at Agnes Scott College (a small women’s undergraduate college), she has founded groups for both women of color (“Sister Talk”) and LBTQI students (“Lavender Hour”). In these groups the members have worked on issues not only of coming out but also of managing the sometimes-challenging intersection of sexuality and religious/spiritual identiﬁcation, and have tackled issues of racism and exploring how to support and advocate for students more intentionally as a community. Therapeutic and counseling group experiences have given her great interest about using a group modality as a way to empower and support marginalized communities. For example, she has found incredibly rewarding her group work with South Asian women in terms of acculturation and violence. She expressed the joy of working with this population but also acknowledged that there have been challenges as well, including decisions about language used in group (English was the second language for many of the members) and members bringing gifts (it is terribly rude to refuse food or drink from a South Asian). Valuable aspects of her training have been the “use of self as instrument” and drawing on her own personal experiences as grist for the mill in the group. Though challenging, she has found the use of self a relief because it has afforded her the opportunity to be a more authentic and genuine person in the group format.

Ms. Singh shares her deep appreciation for being awarded the Peg Carroll Scholarship, and indicated that she has applied this incredibly beneﬁcial in her continued group training efforts. She is very grateful for the efforts of Peg Carroll and ASGW to provide awards to support students interested in group work. Through this scholarship, she has gained the unique opportunities and insights that may not otherwise be conducted due to ﬁnancial or other restraints. You are an inspiration to me.” Ms. Singh is an inspiration herself! As one of her mentors wrote, “Anniliese A. Singh is an inspiration!”

Anniliese A. Singh Receives 2006 Peg Carroll Scholarship from ASGW
Submitted by Kelly A. McDonnell and Lorraine J. Guth, Awards Committee Co-Chairs

The Association for Specialists in Group Work has been my professional home since 1989. To be named Fellow in ASGW is truly an honor, and in my mind it exceeds a call to stand strong for the association to the best of my ability. I certainly appreciate being recognized for my time, commitment, and unique contributions I have made to this association and the profession.

At the same time, I cannot help but wonder: how is it possible to receive an individual award in an association where my successes have had so much to do with the connections with, and inﬂuence of, so many wonderful friends and colleagues? I do own that I have been a loyal member of ASGW and that I am truly committed to the advancement of group work, although I am humbled because I know I have not been alone in my professional journey. The adage noted on my old ASGW coffee mug, “together we can make it better,” certainly rings true to me. I wish I could thank by name in this article everyone who has made a difference along the way, although I know I will continue making my appreciation to them known. Additionally, as I reﬂect on what it means to me to be named Fellow, this honor has led me to consider my growth in ASGW and to anticipate my role in the association in the future.

Reflections from a New Fellow
By S. Lenoir Gillam

As a student working on my master’s degree in 1989, I was recruited by Richard and Bree Hayes to serve on the committee that organized the ﬁrst ASGW National Conference (in 1990 in St. Petersburg, Florida). Despite the years between that conference and today, my experiences in ASGW at that time stand out as a key turning point. I am proud of my leadership role in that conference and the positive inﬂuence of so many wonderful friends and colleagues. Through the years I have served ASGW in a number of capacities (e.g., Membership Chair; Secretary), and what I ﬁnd unique about being involved in this association is how easy it is to continue meeting and working with people and building relationships with each other. My most recent experience as Co-Chair of the National Conference in Mobile certainly conﬁrms that notion. Prior to spending approximately 18 months collaborating with Alicia Hamrick and Carolyn Thomas on planning the conference, I was not even sure when it was over that I deﬁnitely got back more than I gave.

As I move into the future as a Fellow in ASGW, I plan to continue trying to serve in ways that best ﬁt the needs of the association. I do intend to maintain my scholarly activities focused on group work, primarily in the areas of training and supervision, but the relationships I have made already and the new ones I anticipate developing provide the greatest motivation for remaining a part of the association that I love.
JSGW Editorial Board Changes

Submitted by Donald E. Ward, Editor, Journal for Specialists in Group Work

There are several changes in the JSGW Editorial Board for 2006. First, sincere appreciation is extended to Diana Hulse-Killacky and Bill Banaka for their dedication to the journal and the editorial process during their terms on the board. Scott Glass has been appointed to serve a second three-year term on the board through 2008. Four of our current board members were willing to serve a first three-year term on the board and were appointed by the JSGW Executive Board to serve through December 2008. Kim Asner-Selk, Kevin Foll, Betty Page, and Lauren Stock. The new three-year appointments to the board through December 2008 are Kevin Kuc, K. Doyle Jones, Kelly McDonnell, and Andrea Dixon Rice. Five people have been appointed to serve as Ad Hoc reviewers: Leslie McCullough, Amriqwa Singh, Jann Swan, and Jean Underfee Babalis. Miki Riva has left the position as Associate Editor of the journal serve

Kimberly Asner Selk (2008)
California State at Chico

Old Dominion University

John Dagley (2006)
Arizona State University

Kevin Foll (2007)
Auburn University

Loca L. Hargrove (2006)
Western Kentucky University

Andrea Dixon Rice (2008)
Arizona State University

Suzan Sorem (2007)
University of Arizona

SUNY – Binghamton

Muny Shockey (2007)
SUNY – Binghamton

Lauren Stock (2008)
Lasell College

Independent Practice

www.caregiving-online.com

Paul Toth (2007)
Indiana University

Grigoris Mouladoudis (2006)
University of Loannia – Greece

Donald Nims (2007)
Western Kentucky University

Andrea Dixon Rayle (2008)
Arizona State University

SUNY – Brockport

Lauren Stock (2008)
Lasell College

Independent Practice

www.caregiving-online.com

Paul Toth (2007)
Indiana University

Sheit Bauman (2007)
University of Arizona

Melvin Clifford (2007)
University of Arizona

Ochner Clinic

Jesse Ralscas (2006)
Rider University

Deborah Gentz (2007)
SUNY – Buffalo

K. Doyle Jones (2008)
University of Central Florida

Kevin Kuc (2008)
Mercy College

Latisha Minewater (2007)
Thomas Jefferson Medical College

J. Kelly Moreno (2007)
Cal. Poly. State University

David Mosley (2007)
Wayne State University

Betsy Page (2008)
Kent State University

Bradley University

Kenton State University

University of Pittsburgh

Zipora Sheitman (2007)
University of Haifa, Israel

Edil Torres Rivera (2006)
University of Florida

J. Michael Tyler (2007)
Baker College

In the important position of ASGW President-Elect, Chris McCarthy has been appointed by the ASGW Executive Board to serve as the new JSGW Associate Editor. Wendy Briggs of Pittsburg State University continues her excellent service as the JSGW Editorial Assistant, helping to manage the electronic and hard copy day-to-day tasks so vital to the prompt and collegial review process we attempt to maintain with authors. Our strong and dedicated Editorial Board and Ad Hoc reviewers provide many hours of work and sensitive and meaningful feedback to assist authors in the revision process to insure that JSGW continues to be a leader in the field and a valuable resource to ASGW members and other leaders. If you wish to submit a manuscript for review or have questions about the journal, please see the Journal link at the ASGW website at asgw.org or contact Don Ward at dward@pittstate.edu. The entire JSGW Editorial Board for 2006 includes:

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 22314.

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, Sheri Bauman, Educational Psychology Dept., The University of Arizona, Tucson, AZ 85721-0069, Office: 520-626-7308, FAX: 520-621-2909, sherib@u.arizona.edu.

Call for Applications for Editor of the Group Worker

ASGW is currently seeking applications for the position of Editor of the Group Worker newsletter. The new editor will be appointed for a two-year term running from July 2007 to June 2009. The editor is responsible for all aspects of publication and production of the newsletter, and serves as a non-voting member of the ASGW Executive Board. For more information about the position please contact Sheri Bauman at sheibi@u.arizona.edu or at (520) 626-7308. Applicants should submit a letter of interest September 15, 2006 to:

Dr. Amy Nitza
IPFW School of Education - Neff Hall 250
2101 E. Coliseum Blvd.
Fort Wayne, IN 46805
(260) 481-6453
nitzaa@ipfw.edu

Call for Applications for ASGW Webmaster

ASGW is currently seeking applications for the position of Webmaster. The new webmaster will be appointed for a two-year term running from July 2007 to June 2009. The webmaster is responsible for updates and maintenance of the asgw.org website as well as the ASGW listservs and web sites. The new webmaster will work closely with the marketing committee to develop further online services. For more information about the position please contact Sheri Bauman at sheibi@u.arizona.edu or at (520) 626-7308. Applicants should submit a letter of interest September 15, 2006 to:

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