

**ABSTRACTS
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THEME: PRACTICE & PROGRESS

Understanding the Context and Norms of Child-Rearing in Trinidad and Tobago.

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This presentation reports on a recent research project designed to increase the capacity of child welfare workers in the U.S. to serve immigrant Caribbean families involved in public child welfare services in the U.S. through the development and dissemination of the knowledge of the context and norms of child-rearing in Trinidad and Tobago.

The need for further knowledge development and dissemination in the area of child welfare practice with Caribbean families in the U.S. is great. New York City, for example, is experiencing a dramatic increase in the numbers of immigrants. More than one third of New York City's 8 million persons are foreign born, an all time high. Within these numbers is a significant increase in families with children. Immigrants from the Caribbean figure especially prominent in New York City's mosaic. Greater than one third of immigrants now living in New York come from the West Indies.

Along with these demographic changes come a number of disturbing social trends. The Urban Institute estimates that, nationally, 30% of immigrant families with children are poor. Immigrants are three times more likely to worry about food or be hungry than the overall population. A combination of relocation issues such as adjusting to urban living, differing child rearing norms and traditions, shifting family roles and parental expectations, economic hardships and normative stressors appear to be increase the rates of family violence for this population. Of recent concern is an increase in New York City's public child welfare reports involving Caribbean children.

Given the recent increase in allegations of child abuse within New York City's Caribbean community, further understanding the influence of sociocultural factors on various aspects of behavior including childrearing practices is called for. Current research (see attached research reference list) provides disparate views on the reasons for this trend. Some researchers contend that the rise in child abuse allegations among Caribbean immigrants in New York City is consistent with the large body of research indicating that child abuse and neglect are driven by the complex interaction of interpersonal, economic, social and environmental factors. Others believe it has more to do with cultural child – rearing norms sanctioning the use of physical punishment of children.

The goals of the research reported on here were to (1) better understand the historical, social, ethnic and cultural contexts of child-rearing in Trinidad and Tobago; (2) examine how these contexts determine patterns of parenting, including nurturing, attachment, values transmission and disciplinary practices; and (3) propose culturally sensitive and appropriate interventions based on these findings that may better serve the growing population of Caribbean families in the U.S. child welfare system.

Social work's commitment in the U.S. to improving the capacity of both students and workers to deliver culturally competent and effective services to the multitude of diverse families they serve in the child welfare system must continue to grow. Knowledge gained from this research increases the capacity educators have to prepare and deliver a curriculum that is culturally syntonic with the needs of their Caribbean immigrant population.

Effective Case Management Skills: Social Workers' Recommendation For Reducing The Number Of Children In Foster Care;

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The proposal for effective case management skills is based on data collected in an online survey involving 350 social workers in public and private not for profit child welfare agencies. These social workers offered suggestions about ways to reduce the number of African American children in the foster care system. Because of the practical applicability of these social work skills, knowledge, values and attitude it is being postulated that transposition of these ideas are for the Caribbean social work context and practice field is relevant and pertinent. Many social workers in the Caribbean have been influenced by social work practice in North America through the use of textbooks, conferences and the reality of living in a global community.

Additionally, these recommendations are being offered because of the direct relationship between Caribbean people in the United States Diaspora. The experience of African American children in the foster care system is similar to those of Caribbean children in the Diaspora because (especially in the case of children of Afro-Caribbean decent) no distinction is made for children of Caribbean decent when they end up in the foster care system. So, the issue of disproportional representation and the suggestions for reducing the numbers might be most apt in the Caribbean context.

Social workers who work with Caribbean children both at home and in the Diaspora can and does benefit from the application of skill sets that are sound and steep in effective social work practice. There are certain social work skills that are seen as vital for effective social worker practice (Crosson-Tower 2007). Crosson-Tower, argues that the social worker "is an important part of successful family intervention" (p. 249) while Mather & Lager (2000) postulates that the social worker uses both relational and case management skills to work successfully with families.

The case management skills being proposed are both designed to work as preventive and restorative measures. The recommendations are coded and will be presented using the following outline:

1. Introduction - participants' sense of what skills are needed to be effective in working in the Caribbean social work context
2. Suggestions for the knowledge base that is important for effective case management practice.

3. Suggestions for attitude that is necessary for effective case management process
4. Suggestions for skill sets that are necessary for effective case management process
5. The need for practice to include concern for human rights based on the UN Charter
6. The future and trends that will influence practice within the Caribbean context.

Exploring African Trinidadian & Indian Trinidadian Women's Experiences of Domestic Violence

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It has been argued that cultural and historical contexts are critical to understanding violence (Crichton-Hill 2001, Schmidt and Schroder, 2001). Further, Hill-Collins (1998) acknowledges “understanding[s] of violence... only make sense in the particular historical contexts of hierarchal power relations of race [and] gender...” (p. 920). The research to be presented is grounded in these ideas, and will use a post colonial perspective to historicize violence against women in intimate relationships, and to explore the issues of gender, race, power, and ethnicity as they relate to this violence in multi ethnic Trinidadian society.

This paper will be a discussion of the evolving research questions of my PhD study. Currently, this qualitative study considers two main themes. The first is the significance of ethnicity to African Trinidadian and Indian Trinidadian women's experiences of domestic violence. The aim is to discern how they construct their perceptions of and responses to this violence, and to question the role (if any) that they perceive ethnicity as having in these constructions.

The second theme to be explored is: how social work practitioners, who may also personally identify with these ethnicities, negotiate the complexities of power as they engage discourses of reflective and anti oppressive practice when working with domestic violence survivors. Reddock (1993, cited in Reddock 2002) proposes that international literature on race has had little input from the Caribbean and that little attention has been paid to “situation[s] where two or more non- white groups have antagonistic relations, albeit within a context of overall Euro-American imperialist domination” (p. 114). I believe the same to be true for social work literature and would like to explore how ideas of reflective and anti oppressive practice are operationalised in the context of domestic violence work in Trinidad, where hierarchies of race and ethnicity are dramatically different from the North American and European spaces from which these theories emerge.

This paper will be a presentation of ‘a work in progress’. I intend to use the conference as an opportunity to elicit feedback from participants/the audience regarding the themes identified above, along with methodological issues, in an effort to further enhance the quality of the work.

Parenting African American Children: Ensuring Family Stability and Integrity

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This study examines the nature of parenting behaviors among a group of middle class African American parents in an attempt to answer the question, “what is the nature of the parenting behaviors of parents whose children are successful?” Data were collected focusing on parents whose children have achieved some level of success, and to learn more about those parenting behaviors that facilitate achievement. Implications for social work education are discussed.

Introduction

Historically, the research on African American families has used a deficit model focusing on perceived weaknesses and what families are not doing. Further, traditional research has focused on families that are obviously struggling with the effects of low income, homelessness, drug abuse, and other social ills. The negative perceptions about African Americans and their children became a national issue with the publication of Daniel Moynihan’s report on the black family in 1965. In his report, Moynihan (1965) defined the structure of black families as “pathological”. Further, he attributed the poverty and deprivation that existed in black families and communities to “family dysfunction”. The focus has not been on healthy, stable families.

The African American family, as an institution, is dynamic and complex, derived from a cultural heritage that is both African American and Euro-American. The task of sustaining and maintaining the family begins with parents, who are subsequently supported and assisted by educators, religious leaders, and others in the community. Families are expected to pass on to their children the strengths and strategies that would enable the children to become independent and, in time, to have stable families. Edelman (1994) made the strong case that it is the responsibility of families, as well as community leaders, to guide, protect, and to some extent, assist in the parenting of all children. A basic assumption that undergirds the present research is that African American parents have a unique parenting role. African American parents must not only assume responsibility for their children’s general growth and development, but also must socialize their children for survival in a society that is often hostile, racist and discriminatory. Through his book, Billingsley(1968) described and captured the viability and resilience of the black family’s social structure and parental behaviors within the context of a broader, white dominated society. Others such as Robert Hill (1972), described characteristics of black families, which he identified as strengths to include strong kinship bonds, strong, work orientation, flexible family roles, strong achievement orientation, and strong religious orientation. Hill (1997) included other societal factors that have compromised the stability of black families. These factors include high rates of unemployment and poverty, the crack epidemic, AIDS, high incarceration rates and increases in out-of-wedlock births. These social forces, withstanding, the African American family has continued to thrive. This is due to the inordinate ability to persevere in spite of insurmountable obstacles and resiliency-producing values, cultural

strengths and successful coping strategies that are a part of the African American family's African legacy (Hill, 1997).

Thus, as social work educators attempt to prepare students to serve African American families it is important that this preparation include the complexities of African American family life in America against the backdrop of the systemic racism that has permeated African American family life.

Methods

The sample (n=30) was comprised of middle class parents from a metropolitan community in the southeast. Data were collected on a 77-item self-administered questionnaire. Six subsets of data were collected in the following categories; demographic information on the subjects children; the nature of the relationship with the parenting partner; specific parenting behaviors; participants' views on parenting; and participant's views on the role of black parents. The questionnaire contained open-ended and closed-ended questions, and a series of Likert-type statements with a four-point scale used to determine the extent to which respondents agreed with specific statements. The study instrument was field tested on a nonrandom population similar to the sample. Qualitative analysis and percentages were used to analyze the data.

Findings

Findings related to the four basic variables reveal that 60-90% of the parents indicated that their children were successful. Children were deemed successful relative to: the ways parents showed affection; support from extended family; disciplinary behavior; and the unique role of their parenting. The findings are consistent with the strengths identified in African American families.

Implications

Findings of this study indicate there is a need for more research in social work using a non-deficit model, focusing on parents whose children have achieved some level of success. Furthermore, the study supports the assertion that more data based on empirical research is needed about those parenting behaviors that tend to facilitate achievement.

Stopping Domestic Violence – A Cognitive Behavioural Approach

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The paper explores the use of the cognitive behavioral approach as an innovative concept in the treatment of male perpetrators of domestic abuse in the Cayman Islands and as a strategy that might result in a reduction of the incidences of violent acts and thereby creating more healthy family units.

Central to the discussion is the question of whether the perpetrators of Domestic Violence are innately vicious criminals who should be punished to the full extent of the law for

their crimes. In this regard, the definition of Domestic Violence as a complex health and legal issue is explored. The paper presents the view that a strict legal approach has been largely ineffective in curbing these disturbing acts of violence. In fact, since domestic violence is a systemic form of domination and social control of men over women, it is being suggested that the treatment of the problem lies in the exploration of the complex belief system and socialization process in which many perpetrators have had their existence.

The paper argues that for a shift in thinking from the concept of Domestic Violence as an individualized crime and specific legal issue towards a treatment model where the issue is addressed using a community approach in order to realistically address the problem.

Methodologically, the Paper utilizes both quantitative and qualitative measures to report on the experiences of men in the programme while highlighting some of the individual thoughts about spousal/partner violence and beliefs about what is acceptable, justifiable, and reasonable behaviour when participants are confronted with relationship issues. In addition, the Paper evaluates current and past participants and reviews their progress towards non-violence through self-report and interviews with spouses/partners.

The overall conclusion of the Paper is that a cognitive behavioural approach that focuses on male perpetrators of domestic violence must form part of an integrated society-wide response that seeks to challenge some of the widely held but fallacious beliefs about the exercise of power and control if there is any hope of ending the cycle of spousal/partner abuse.

Child-Centred Methodology: Children's Experiences of Separation through Migration: the Case of Trinidad and Tobago

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Introduction

'There is a growing body of literature on the role of children and young people in research. The value of these methodologies, which lies not least in the opening up of dialogue about the power dynamics of research, is undermined when they are applied uncritically or when they make use of methods that would be rejected in any other setting. There are good and there are bad ways for children to be engaged in research... 'Good' research requires careful attention to epistemological and methodological issues and the adoption of a critical reflective approach to research practice' (Jones, 2004).

This paper reflects on the application of child-centred research in a study of children who were separated from their parents because of migration. Although set in Trinidad and Tobago, the findings and methodology are more widely applicable. Child-centred research methodology is defined as research that:

- Utilises methods that are easy for children to understand and meaningfully participate in
- Acknowledges that children's insights are important in generating knowledge
- Recognises the importance of children's rights of expression (Article 12, UN Convention on the Rights of the Child)
- Represents a shift *away* from the objectification of children and regards them as active subjects within the research process
- Utilises research findings to address children's voicelessness (Jones, Sharpe & Sogren, 2004)

Methods

Child-centred methods were applied in the collection of data and in the dissemination of findings. In collecting data, both quantitative and qualitative methods were used. A self-report measure of depressive symptoms was administered across a population of 146 children aged 12-16 years. The data were analysed to obtain prevalence and extent of emotional problems, age, gender and ethnicity. From these results, purposive sampling resulted in 24 children taking part in an in-depth study of the meanings ascribed to their experiences. Findings were disseminated across several audiences (professional, academic, caregivers and children). A triangulated approach to dissemination for children resulted in the design of three methods: freeze-frame drama, voice-expression and information-giving.

Results

Children separated from parents because of migration were more than twice as likely as other children to have emotional problems although their economic status was improved. One third had serious levels of depression or interpersonal difficulties affecting schooling and leading in some cases to suicidal ideation. Differences were found in relation to gender and ethnicity. Resiliency factors included school performance and belief in family reunification. Parents went abroad to improve the economic conditions of the family. Surrogate care arrangements (usually with relatives) provided for children's material needs but did not address children's emotional problems.

Social Work Implications

While the findings of this study are important, the focus of this paper is the application of child-centred methodologies in migration studies as a tool both for generating deeper understandings of children's perspectives and for their empowerment in cultural contexts in which children are still expected to "be seen and not heard".

Addressing Involuntary Return Migration through Multi-Modal Community Interventions.

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Forced return migration of legal immigrants and criminal aliens from the United States to the Caribbean is a new phenomenon which has escalated since the passage of the Illegal

Immigration Reform and Immigration Responsibility Act of 1996. There is a dearth of research literature on the criminalization of these involuntary return immigrants. The aim of this paper is to apply a multi-modal community intervention comprised of locality development, social planning and social action to address the issues related to involuntary return migration. The paper examines the prevalence of deportations to the Caribbean region. It seeks to ascertain the dynamics of this phenomenon through the use of migration theories. The paper utilizes the narratives of a woman deported to her birthplace in the Caribbean to provide insight to the realities of being displaced and dehumanized. More over, the paper provides a policy analysis of the immigration legislation facilitated through the gendered lens of her stories. It then explores the application of the multi-modal community intervention to the social problem of forced return migration. The discussion on the interweaving of the model leads to the development of recommendations for further research, policy and program initiatives to address this complex issue of deportations to the Caribbean.

Domestic Violence Interventions In Rural Communities: A consideration of culturally appropriate assistance in contexts where women can't, won't and shouldn't have to leave.

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Domestic violence interventions in Trinidad and Tobago, as in most other countries where available, are predominantly based on a system of safe houses and shelters for victims of abuse and a criminal justice response for perpetrators of abuse. These interventions in their various forms were mainly developed in urban centers for the urban context. They are predicated on assumptions that an adequate and responsive social service and criminal justice system is in place. There is also a strong likelihood that such interventions would be more readily used by individuals coming from nuclear families, more individualistically oriented communities, and who had some degree of mobility and access to supportive services such as low-income housing and employment opportunities. In many rural and ethnic communities, access to services in urban centers for victims of family violence is difficult, and utilization rates are low. This is likely due to the fact that in many rural communities (defined in terms of size and density as well as community economics, political influence and access to services) strong communal ties are still evident with a belief in the necessity to care for one's own and to not bring outsiders into family and community affairs. A distrust of law enforcement agencies, strong religious and cultural bonds, and extended families are all factors that contribute to a reluctance to report and leave a domestic violence situation. For these reasons, as well as very low conviction rates for domestic violence cases and the subsequent danger faced by the victim, a criminal justice approach to domestic violence may be inadequate in assisting women in rural communities. Similarly, safe houses and shelters that are not culturally sensitive and are not sympathetic to religious and cultural factors involved in decisions related to domestic violence, will likely not be used by women in rural communities even if they are available.

This paper examines the issue of “goodness of fit” of current domestic violence interventions to the rural context in Trinidad and Tobago through a review of papers, media reports, and interviews with social service professionals. These findings are compared to a rural indigenous community in the United States which has high rates of domestic violence and many community characteristics similar to rural communities in Trinidad and Tobago (such as difficulty of access to centralized services, distrust of law enforcement, a history of colonization, high rates of alcoholism, and a strong commitment to one’s family, community, culture and religion). The locality-based domestic violence interventions used in this indigenous community will be discussed. This presentation will thus provide an opportunity for a discussion of interventions for women, men and children in violent relationships living in rural communities where the vast majority of women in domestic violence situations will not leave their home community or region, and often will not leave their abusive partner. Implications for practice in the area of family violence in rural communities and future research will be presented.

Social Work with West Indian Immigrants in the Diaspora: Socio-cultural Realities of Care

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This paper examines the findings of an exploratory, explanatory and descriptive study of the impact of parental incarceration (specifically the mother) on a child (ren’s) development and general well being; and to determine what happens to the child (ren) left behind. The scope of this problem was explored by examining the available statistics of parents (on a whole) under some form of correctional supervision in Federal and State facilities in the United States and Jamaica; and Jamaican mothers imprisoned in the United Kingdom and United States of America.

On any given day an estimated 100,000 women are being held in prisons and jails with approximately 6% entering prison pregnant and the population is said to be growing (Beck, et al, 1992). The same is true of Jamaica which reports that currently 2000 Jamaican women are in UK prisons and are there for mostly drug related offences. In 2002, 34% female prisoners in UK and Wales were Jamaicans for drug related offences. These women are said to have an average of 4 -5 children most of whom are left in unsafe circumstances (PIOJ, 2005).

The paper also took into consideration the patterns of incarceration (age, education, living arrangement and who looks after the children left behind). Focus was placed on a Jamaican child whose mother was incarcerated and was examined in the context of the family system, network of relationships within the family, the developmental level of the child at the time of the mother’s incarceration, quality of the relationship with the incarcerated parents (bearing in mind that the separation is more significant with the

mother than with father), the kin network of the family before during or after release from prison and the nature of formal and institutional support for the children.

These factors were examined in a combination of Explanatory, Descriptive and Exploratory manner. Explanatory, because it determined why or how children are affected by their mother's incarceration going beyond describing rates of incarceration. Descriptive, because it attempts to discover facts and describe reality, that is, whether or not children are in fact affected emotionally and otherwise by parents incarceration describing the extent of the effect; and Exploratory, because it sought to discover depth and many facets of the problem/effect/impact.

College Students' Use of Counselling: Comparison between Jamaican-Americans and Jamaican-West Indians.

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This paper reports findings of cross-national study of use of counseling among college students in Jamaica and in North America. Specifically, it focuses on the use of counseling for emotional purposes between two groups of adolescents: Jamaicans in NYC, and Jamaicans in Kingston.

Counseling is important to both personal and academic success and there is a concern that it is underutilized (Brinson & Kottler, 1995). The concern for underutilization of counseling in the US is associated with stigmatization which prevents many persons in need of counseling from seeking help (US Department of Health and Human Service, 2000). Informal analysis on the use of counseling by Caribbean people also indicates underutilization as a result of stigmatism. Informal results showed that stigmatism toward use of counseling may be higher in the Caribbean than in the US. This study seeks to compare the use of counseling between those two groups. Hypothesis is: Jamaica-American college students in North America are more likely to use counseling than Jamaican college students in the Caribbean.

Data were collected from two groups of participants in two locations (Jamaica and NYC); the number of participants is 378. Group 1 ($n = 76$) comprises Jamaican-American (first or second-generation) adolescents who were beginning college students in NYC. Group 2 ($n = 302$) comprises Jamaican adolescents who were beginning students at UWI in spring, 2002.

Data were analyzed using descriptive and analysis of variance techniques. Results are: 1) Approximately 93% of the college students studied reported they never used counseling in the past 6 months; 2) The relationship between Jamaican-American college students and Jamaican-West Indian college students is statistically significant ($F [df = 1 \text{ \& } 376] = 7.662, p < .01$) to use of counseling; 3) The Jamaican-American (NYC) group has a higher level of use of counseling than the Jamaican (WI) group.

In sum, the hypothesis of this study is that Jamaica-American college students in North America are more likely to use counseling than Jamaican college students in the West Indies. The results indicate that there is statistically significant difference in use of counseling between the two groups, Jamaican-American college students and Jamaican college students in the West Indies. Even though the two groups share the same culture of origin, their differential use of counseling may be due to the exposure of the Jamaican-American group to other cultures in the US where stigmatism toward counseling is less. Use of counseling is important. It is necessary for educators to spread awareness and educate people on this issue so that society can eliminate stigmatism toward use of counseling. For example, teaching practice should implement programs raising awareness the importance and benefits of using counseling.

The concept of intermittent male absence and male offshore oil/gas workers in Trinidad and Tobago and the psychosocial impacts of these absences on the male-female relationship.

Author: LeGendre, Ralph.

The platforms and rigs that operate in the oil and gas industry in Trinidad and Tobago constitute a unique work environment. Workers are confined to the rigs for fixed periods, separated from families physically, psychologically and emotionally, albeit temporarily. Rig workers are employed for varying shift periods including: seven days, two-week or even three week periods. Workers perform their tasks, eat, relax and sleep together on rigs that offer few private spaces. Research has suggested that a platform resembles a total institution; however, a salient difference is that the workers' sense of separation though recurrent, is temporary. Prior research indicates that a majority of workers continued to work under stressful conditions because they were able to spend up to two weeks uninterrupted at home. The acknowledged sense of separation by males has been expressed as being depressed knowing they had to return offshore. Both work and family domains are potentially stressful. The emotional, physical, and mental demands of roles may exceed an individual's coping resources. The interdependency between the two domains implies that strains experienced in one domain may also have an impact on experiences in the other domain. Issues of health and safety will also be analyzed because of their potential to play critical roles in work and home relationships.

Capturing Concerns: The Experiences of Black Male Social Work Students' at Historically Black Colleges and Universities in the US and Barbados.

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In responding to the issue of human diversity, social work in the US has transformed itself from a profession that at one-time was dominated by white females to one that is more inclusive of individuals from various backgrounds. However, there still exists a

gender disparity in the field. It is well documented in both professional and popular literature that black males are disproportionately over-represented in such segments of our society such as the criminal justice system; the foster care system; and among those who are HIV infected but under-represented among social work practitioners.

This paper presentation will address the concerns of black male social work students in undergraduate programs in Barbados and the US. Factors such as self-esteem, cultural competence, feminization of the profession, and the ability of instructors to connect the subject matter to black males will be the focus of the discussion and research. From this qualitative study, it is anticipated that the results will further inform social work program faculty and staff of the needs of this population.

The purpose of this research is to explore the students' experience about being in an undergraduate social work program. An attempt will be made to capture their thoughts regarding strategies to recruit and retain black males into the profession on the undergraduate level at historically black colleges and universities. It is anticipated that this research will produce data that would positively impact outcomes such as: 1) An increase in the number of black males in undergraduate social work programs, 2) An increase in the number of black males obtaining graduate degrees in social work, 3) An increase in the number of black male social work practitioners. 4) An increase in publications and literature regarding black males and social work education at black colleges and universities in the US and the Caribbean. 5) And lastly, the development of tracking mechanisms to chart black males progress within the field. This paper presentation will utilize grounded theory as the foundation to guide this research.

Rap To Tap Performance Camp Interactive Worksho.

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Rap to Tap Performance Camp is a workshop series that deals with healthy self image, respecting others, and the confidence and ability to learn. The six week Rap to Tap Performance Camp Workshop will be modified to deal with the time constraints for the purposes of the Association of Caribbean Social Work Educators 8th Biennial Caribbean and International Social Work Educators Conference and will be interactive so that ACSWE can participate.

The way Rap to Tap Performance Camp works is that youth or adults are placed within a positive setting so that they can learn to cooperate and work together for the greater good of the group on a theatre project.

In the process the participants develop "Hilltop Thinking," which allows them to analyze situations from their individual point of view to a world point of view, helping them to learn to respect the views of others. Additionally the participant receives an outlet for dealing with their social angst.

The arts have been known to be an impetus for learning. Motivational Speaker Les Brown tells how going into theater in his high school years caused him get out of remediation. Another part of the process gives them the ability to learn on many levels with a special emphasis on reading and speed reading. Many people are discouraged when it comes to reading by fourth grade. This program teaches persons who are reading on 2nd and 3rd Grade levels to learn to read on at least 11.0+ within six weeks. If persons are already adept in reading, the program enhances their skills and comprehension. The reading program allows people to see how they can help each other to create a better project, learning to work together.

As it pertains to their healthy self image, the participant is photographed in glamour head shots and regular shots. In many instances the participant has never taken a truly flattering photograph. The participants are encouraged to write about themselves so that they can see what is good about themselves.

Integrated leaning through Sand Tray Therapy, plus business and career counseling allows participants to learn to focus and decide what is right for them. The Sand Tray Therapy includes photography.

Exercise including dance, movement for theater and aerobic exercise, plus healthy eating habits are integrated into the six week program in order to create for the participants the best environment for learning and creating a healthy self image.

Among the staff are Queenii Ruth C. Summers Burgess Payne, Jessie Barbour, M.A. Psy., Dr. Nathan Rabb, Jr., N.D., Ph D. Nu., D.D., Dr. Zyra McCloud, and other persons that contribute in various ways for the benefit of the Rap to Tap Performance Camp participants.

This workshop will help ACSWE to see new ways to reach people in order to increase the participants ability to matriculate and to live in harmony, peace and prosperity within the society that they live in.

THEME: INNOVATIONS IN SOCIAL WORK EDUCATION

Community-based Participatory Research and Social Work: Will the Profession Embrace This Research Model

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Community-based Participatory Research (CBPR) is being advanced as a means of involving community residents in research projects to ensure the results of the research have significant benefits for communities as well as researchers. While social work researchers have traditionally involved communities in its research projects, CBPR offers a systematic framework for including community residents in the research during all phases of the project. One of the challenges of CBPR is bridging the gap between the expert knowledge of the professional researcher and the skepticism on the part of community residents about the value of having research “done on them”.

Community-based participatory research (CBPR) involves community members in all phases of the research project. Community members are not just research subjects. Stakeholders as partners bring unique perspectives and shared ownership to research projects. CBPR is an empowering process as community members are integral in finding solutions to their problems and thus much more receptive to the findings. Traditional hierarchal research methodologies create an atmosphere that suggests the trained researcher is all knowing and has come to “fix” the community’s problem.

CBPR can be a particularly empowering experience for adolescents who often take media portrayals of being “troubled”, “delinquent”, and “society’s problems” at face value. Youth in many low-income neighborhoods have taken leadership roles in planning local events, presenting testimony in public hearings, and advocating in legislative settings. Participation in civic activities enhances young people’s social skills, social competencies, and confidence, yet few research projects engage adolescents as active partners in the design and implementation of research where they are the primary stakeholder group.

Considering the skills that are the foundation of social work—interactional skills, rapport-building skills, coalition building skills—social work would appear to be the profession best suited to engage communities in research. Yet, the research has not borne out this notion with scant articles in the social work literature on community-based participatory research. Thus far, the nursing profession and the field of public health have been the leaders in adopting CBPR as a research methodology. This article explores current levels of interest of social work schools in including CBPR in its curriculum and the potential for CBPR to be a cornerstone of social work research.

Transitional Community-Based Development: Lessons from the Jamaican Diaspora for Innovative Options in Education.

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‘Innovativeness in Social Work Education’ throughout the Caribbean requires an approach that is transnational. This paper identifies how cooperation between one major Caribbean diaspora and its Hometown Associations (HTAs) offers important options to facilitate greater social development, cultural expansion and educational opportunities. From the very beginning, Caribbean innovativeness has been about the movement of people – movements of the indigenous peoples within the region, European migration to the Americas, and later Caribbean peoples’ migration to other territories. Today’s Caribbean diasporas continue the historical migrations but with increased focus on community based initiatives that also benefit their home countries. The economic contributions that Caribbean diasporas have been making towards the home countries are well recognized but in the context of Social Work, it is the possibility of molding social workers for global practice that is critical.

Using the Jamaican experience, this paper offers observations in diaspora relations that Social Work educators may want to consider. The most obvious benefit to thinking of Caribbean diasporas in relation to education is the exchange of skills and expertise. No where is this exchange more practical than in a link between HTAs and community based initiatives. HTAs, in the context of Social Work, create a transnational forum for approaching education on a global level, particularly because such associations are built upon and concerned primarily with social interests. The approach takes community-based development out of the domestic framework and expands ‘community’ to its cross-border realities. Although the paper is not based directly on data in Social Work, the observations of the Jamaican diaspora and its related HTAs provide guidelines for approaching innovative Social Work education that gives serious consideration to collaborations between Caribbean diasporas and the home countries.

Simulated Case Conferences as valuable teaching tools for beginning Social Workers

Author: Nathaniel, Karene-Anne J.

Summary: *This presentation puts forward an evidence-based model for simulated case conferences for use in the classroom to train Social Work students. The model evolved out of a programme of activities targeting first year Social Work students on a Bachelor’s Degree programme. Its main aim is to offer students an additional opportunity to apply theory to practice and to practice basic Social Work skills in light of the postponement of field placements until the second year.*

Two years ago, the Social Work Unit of the University of the West Indies, St Augustine substituted an on-campus programme of activities and assignments for first year field

placements in an effort to expose beginning Social Workers to core concepts i.e. Social Work values and principles, and foundation Social Work skills, e.g. engagement, interviewing, communication, writing, assessment and analysis, self awareness and use of self and collaboration, in preparation for field work in their second year. The coordinator sought to make the programme realistic in the impression of Social Work and the expectations of practitioners with which the students were left; in addition, a main purpose of field placements is to provide the opportunity for students to recognize and apply theory to practice, and this is an on going challenge for this programme.

The activity being put forward is a simulated case conference, conducted towards the end of the programme, is one initiative that attempts to bridge the gap between theory and practice. Working in small groups, students are required to write their own cases and present them for discussion with the 'team'. The overall aim of this exercise is (in the absence of direct practice experiences) to provide an opportunity for students to interact more closely with and think critically about case material. The facilitators of this exercise are experienced Social Work practitioners whose practice orientation bring valuable knowledge, insight and feedback to the process, and further strengthen the link between theory and practice.

Students' responses to this exercise have been very positive. They thoroughly appreciated practitioner input, and the facilitators were complimentary and constructive in their feedback. The exercise was found to be well-placed as it allowed them to assimilate what they had learned over the programme, and to pull together the four Social Work courses taken in their first year. They even expressed some regret that there could not have been more than one case conference during the semester.

This presentation will describe the theoretical basis and instructional objectives of the activity, its structure, specific learning outcomes (student feedback) and facilitators' feedback. It will also provide recommendations for how this can provide a model for similar exercises at different levels of the Social Work training programme.

Rethinking Social Work Education: Expanding the Social Mission

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Social Work education evolved from the backdrop of a 'welfare model' of intervention as a means of helping persons in need. In this regard, 'need' was viewed as the gap between what is seen as a necessary level or condition by those responsible for this determination, and what actually exists. Thus Social Work practice was seen primarily as interventions that were directed towards that gap with an aim to making people free to exercise agency towards integrating fully, and making meaningful contributions to the development of society. In other words, social work training or education was conducted with an emphasis towards training functionaries for civilian service. Trainees were therefore preoccupied with doing intervention in order to achieve desired outcomes. While this practice is still useful and a necessary part of social work, educators need to take on a

broader outlook in developing programmes for training in the profession which will encompass a global vision.

Today, individuals, communities and countries are facing new challenges related to participation in the global economy, meeting basic needs, and contributing to the transition towards sustainability. These shifts require increased investment in generating, adapting, and diffusing technical knowledge to local uses. Thus social work training institutions and universities have to consider changing the way they are operating. Training institutions and universities need to become productive entities that will serve as incubators of new enterprises thus changing the focus from just being producers of a trained workforce. Social work educators should embrace a paradigm shift from producing a workforce to developing 'change agents'.

By training agents of change, leaning institutions would have to develop a unique curriculum based on experiential learning. This involves basically the integration of academic discipline with practice in the field. This approach emphasizes practice-oriented, community-based, problem-solving, gender-sensitive and interactive learning. Thus, this paper argues that social work training institutions should reinvent themselves to play a leading role in the transition towards sustainable development while participating fully in the global economy.

How can social work education contribute towards sustainable development and participation in the global economy? Through the practice of research, science can be brought to bear on indigenous knowledge, thus domesticating knowledge and diffusing it into the community. This however must start with policy decisions. Very little will happen until social work educators realize the strategic role that institutions/universities can play in harnessing the fund of scientific and technical knowledge for the development of social work education programmes which will align skills with development missions.

An Innovative Educational Collaborative Project to Increase Racial/Ethnic Diversity in Mental Health Careers.

Authors: Smith-Hill, Vonda & Newton-Guest, Shirley

Mental illnesses adversely impact individuals, families, the wider society, and the global community. In the United States alone, mental illnesses affect approximately 15% of the overall population. While a significant number of the 15% are members of racial/ethnic minority groups, a disproportionate number of treating practitioners are Eurocentric. This presentation provides a description of the Maxie Collier Scholars Program (MCSP); a collaborative designed to address major gaps in the public mental health system. There is a dire need for well-trained culturally competent minority practitioners to eliminate disparity in the mental health workforce. MCSP provides a supportive and creative learning environment with enriching activities to increase the students' success rate in undergraduate education and transition to graduate school. Preliminary data demonstrate the MCSP success in capacity building in the mental health field.

The MCSP was developed as a collaborative between Coppin State University and the Maryland State Mental Hygiene Administration, as an interdisciplinary approach with four professional programs: nursing, natural science, psychology, and social work. This presentation will demonstrate how this innovative model can be easily replicated across cultures. The audience will be provided performance data, Scholars' feedback, sample syllabus, PowerPoint outline, and a reading list.

Overcoming Barriers to Educational Access: A case study of a social work cohort/intensive program for Indigenous students.

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Social work education places a strong emphasis on the values of diversity and services to underserved and marginalized populations. However, who has access to a social work education determines who will be able to aspire to and obtain a social work degree, and thus affects the composition of students and faculty in university programs and staff in social service agencies. Many individuals who are academically capable and desirous of a social work education are unable to obtain one due to the geographic location of their home community, a lack of financial resources, family, community, and work commitments, and a lack self-confidence and supportive peers. By only providing social work education to those who have the resources usually associated with academic success (money, supportive families and peers, mobility, educational preparation at quality schools), the diversity of experience and knowledge that could be brought to the field is lost, and the pool of individuals desirous of working in and sensitive to the needs of underserved communities is reduced. Practitioners interested in work in low-income rural and inner city communities and underserved islands, and in areas such as work with the elderly, family violence, and with gang members are needed both for the experience and knowledge they bring to the classroom and agencies, and for the role model they provide for others in their home communities

Based on the desire to provide access to education to natural helpers in underserved areas and the need for culturally sensitive social workers, this paper explores means of overcoming educational barriers for non-traditional students and provides a case example of one such social work program. The delivery model discussed in this paper was developed to provide access to social work education for Indigenous students who were location bound and had inadequate academic preparation for formal education. The impetus for the development of this model came from the lack of social workers in rural Native American communities (due to cultural insensitivity and subsequent high job turnover), and the high incidence of alcoholism, family violence, and youth suicide in these communities. The model was developed in conjunction with Native leaders to support student success through efforts to remove many of the barriers faced by non-traditional students. A blended delivery method of course delivery (with intensive class meetings and audio conferences), clear markers of educational success, and a supportive peer environment were incorporated, as well as elders in classes, talking circles and gatherings with traditional foods. This model has proven successful in student retention

and satisfaction. Although this delivery model grew out of the needs of a specific region, it is adaptable to other programs wanting to provide access to education to students from underserved areas and students who may have had inadequate educational preparation, are unable to relocate to a college campus, or face other access barriers. This presentation will review best practices in adult education, the cohort/intensive model of education for non-traditional students, and the adaptability of this model to social work education in the Caribbean context.

A Win-Win Solution: Combining Distance Learning With Social Gerontology In The MSW Curriculum.

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In social work education, we pride ourselves in developing effective face-to-face and verbal communication skills. Observation is an important skill that fosters assessments that take into account multiple dimensions that combine both affect and effect. In fact, our social work curriculum often includes ways of measuring interpersonal communications and effectiveness in establishing rapport. This serious focus on not just what, but on how information and feelings are communicated is perhaps one of the distinguishing features of the social work curriculum. We not only care about what you know; we believe that the “how” is of paramount importance. Thus, social work is sometimes more reluctant with distance learning technology that forces students to learn without the usual face-to-face dialogue. And no where is the need for face-to-face contact emphasized more than in the field of working with older persons—especially elders of color. Our fear of increasing “depersonalization” and an understanding of its negative consequences makes us cautious in our approach to integrating technology into the classroom and the curriculum.

Despite our reluctance, our student population is becoming more and more interested in distance learning as an option. Their interest is fueled by their need to maximize their time and reduce commutes to campus as well as their generational orientation and comfort level with the use of technology. Additionally, they feel the pressure of their peers to be a part of cutting edge technologies that prepare them for practice that is becoming more and more heavily infused with technology.

This paper will use a case study approach to document how distance learning can be used effectively in social work education. It will examine the lessons learned in presenting an asynchronous Social Gerontology course to Master of Social Work students attending an urban university. The participants will hear first hand about the process that the professor used in gaining approval (buy-in); developing; delivering and evaluating the distance learning course. The presentations will also include student experiences with the course and input from their final course evaluations.

The presentation will begin by exploring the need for more social workers with knowledge that enables them to work with a culturally diverse group of older persons.

Additionally, the presentation will provide the conference attendees a copy of the course syllabus, assignments and resources that were used in this social gerontology course. In keeping with the theme, the presentation will also offer distance learning in social gerontology as a strategy to increase address the critical shortage of social workers with needed knowledge to address the growing aging population. Through combining social gerontology training with technology, we are able to explore solutions on two challenges within the profession and achieve an innovative **win-win solution** in social work education.

Working Together-working creatively with service users and Carers in Higher Education

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As part of the recent reforms to social work education in the UK a new module was developed by service users and carers and delivered by them to social work students at the University of Huddersfield. Service users and carers have ontributed from a wide range of settings including; carers of children with a physical disability, people with mental health issues, teenage parents, older people, partners of prisoners, refugees and asylum seekers, people with a hearing impairment and people with a learning disability.

The development of this module has presented tutors at the University with challenges and opportunities. In particular we have had to examine how can we ensure that user involvement is underpinned by good practice; that it celebrates diversity, is carefully planned and structured, meaningful rather than tokenistic and inclusive rather than stigmatizing and alienating? This presentation will reflect upon our experiences of this and consideration will also be given as to how this module has contributed to service user involvement in other areas of social work education e.g. selection of students, assessment, course validation and management and areas that need further development e.g. training for service users, payment for expertise, selection of staff, user led research.

It will be a vibrant visual presentation using powerful images and symbols with an accompanying reflective commentary and critique from the presenters. Examples of students' poetry and creative writing will be shared to illustrate some of the deep reflective learning that took place throughout this module. The style of the workshop will reflect the diversity, inclusivity and partnership that are the central themes in this new and innovative module.

Violence and the Social Worker in Jamaica: Training and Policy Implications

Author: Lincoln Williams

International research on social workers suggests that their work environment places them at risk for violence. The issue of violence and social workers is particularly relevant to Jamaica where crime rates have soared to record highs in recent years. Although many studies have focused on violence in Jamaica, very few have examined workplace violence and no studies have been found which investigate social workers' experiences of violence. This paper explores the experience of client-related violence among a sample of social workers. A random sample of 300 social workers was mailed a questionnaire and 151 persons responded, indicating a response rate of 50%. Approximately 57% of the respondents indicated an experience of some form of violence from clients. Although physical violence was indicated, the most common form of client-related violence was verbal threats. Recommendations for the training of social workers and policies for workplaces and professional associations are discussed.

The local-global dialectic: decolonizing the pedagogy and practice of international social work

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This paper focuses on pedagogical and practice issues that emerged in teaching international social work and highlights two areas for analysis and discussion. The first is on pedagogical challenges as the scholarship on international issues tends to focus on cross-national activities, international research, exchanges and development. Classroom debates produce tensions especially in an urban North American classroom as the voices of those who originate from Asia, Africa, the Caribbean, Latin America, Middle Eastern countries and also those who suffered through ethnic cleansing and other forms of abuses, oftentimes contradict other students who espouse Western interpretations of social justice and human rights. The second area is in seeking to incorporate a global perspective in addressing local issues and practice especially in spaces where workers continue to experience marginality. The course allows us to recognize how we are all implicated in global issues by connecting our experiences to broader historical, socio-political and economic realities. This paper illustrates how the Global North/Global South debates unfold and how the universal and local interface. Classroom and practice experiences will be explored through the lens of postcolonial and critical race theory to provide a framework for decolonizing the contested spaces in the classroom and the field.

A Comparison of International and American Students with Respect to Emotional Distress and Adjustment to College within a Counseling Center Population.

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Introduction & Objectives

Some American students experience emotional distress adjusting to college life. This occurs in the context of increased degrees of psychological distress being observed at college campus counseling centers nationwide. These adjustment difficulties sometimes result in poor academic performance, increased mental health problems, and low retention rates among first-year students. However, American universities are no longer made up solely of American students. Many more international students are attending postsecondary institutions in the United States and students from Asia, Europe, South and Central America, and the Caribbean are now enrolled at universities across the country. International students experience difficulty adjusting not only to college, but also to life in another country and within another culture. As a result, they are an at-risk population for emotional distress and experience minor symptoms, and possibly serious psychological problems and somatic complaints. Despite this however, few studies have explored how international students compare to American students with respect to level of emotional distress, including adjustment to college. In addition, few studies have examined the clinical population of international students who seek services at college counseling centers. The objective of this study was therefore to explore how international students compare to out-of-state American students with respect to both level of emotional distress and adjustment to college at presentation for initial clinical intake interview.

Methods & Results

Variables such as emotional distress, self-reported GPA, length of treatment, age, and types of problems with which American and international students present at the campus counseling center, including adjustment to college, were examined. Data from existing client files were gathered and analyses such as 2x2 ANOVA's, Cross-tabulation Chi-Square analyses, One-tailed Partial Pearson's Correlations, and Independent Samples t-test were used.

Conclusions

Results of this study indicated that there were few differences between international and American students within this clinical sample of college counseling center clients. International students reported more problems related to adjustment to college and loneliness and homesickness than American students. However, no differences in terms of emotional difficulty as evidenced by degree of distress, severity of problems, or student self-reported grade point average (GPA) were found. The clinical population of students who received higher clinician ratings of degree of distress reported higher grade point averages than University of Miami students at large. Respondent's age was negatively correlated with self-reported grade point average (GPA) and positively correlated with self-reported severity of problems. The results of this study have

implications for counseling center clinicians and university administrators. Programs such as the “buddy system” might be implemented between out-of-state American and international student freshmen and upperclassmen. Clinical interventions such as support groups could be initiated by counseling center staff to provide support to high achieving students and older students who often have dual responsibilities, such as full-time jobs and families. University administrators should also facilitate building relationships among students, professors, and advisors which can help students feel more connected not only to the greater university community, but also to members of the local community to whom they can turn for advice and support.

Impact of Multiple Oppressions on the Mental Health of Sexual Minorities in the Caribbean and African Diaspora: Social Work Education, Practice, Policy and Research Considerations.

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This workshop will address the diversity of the Caribbean and African Diaspora. Increasingly research on lesbian, gay, bisexual, transgendered, questioning, and intersexed (LGBTQI) people of color highlights the need for cultural sensitivity with regard to exploring how sexual orientation and gender are experienced. A paradigmatic approach to research with LGBTQI people of the African Diaspora particularly those living in developing countries, is proposed. The authors’ research in progress (The International Sexuality and Mental Health Research Project) focuses on examining the impact of racism and homophobia on mental health amongst Black people in Africa, the Caribbean, Europe, and the United States. The overarching framework for the discussion will be Community Based Participatory Research, along with the utilization of the Strengths, Empowerment and Ecological perspectives. Recommendations based on the literature and current research will be provided, and implications for social work education, practice, and policy discussed.

The mission of the project is to advance knowledge, improve health and human service practice, and positively contribute to the lives and communities under examination by providing a space for participants to speak to issues that concern them and advance social justice. The project will also further the knowledge base about multiple identities and provide information about the relationship between oppression, mental health and social problems.

Workshop Outline

The purpose of the workshop is to describe in both qualitative and quantitative terms the impact of multiple oppressive experiences (racism, heterosexism, and homophobia) on mental health amongst lesbian, gay, bisexual, transgendered, questioning, and intersexed (LGBTQI) people of the Caribbean and African Diaspora. Recommendations based on the literature and current lessons from the International Sexuality and Mental Health

Research Project will be provided. Implications for social work education, practice, and policy will be discussed.

While many social workers and other health professionals have a commitment to aiding oppressed populations, there is limited information available to them on the impact of oppression on mental health. There is even less information on factors that moderate that impact. This workshop is designed to address this gap in information and contribute to an understanding of diversity in the Caribbean and African Diaspora.

Participant Learning Objectives

1. Participants will be able to succinctly describe oppressive paradigms and their manifestations in LGBTQI people in the Caribbean and African Diaspora.
2. Participants will assess their current level of cultural competence, and develop an understanding of and skills related to cultural competence.
3. Participants will learn how oppression impacts mental health amongst LGBTQI people the Caribbean and African Diaspora.
4. Participants will also be able to identify clinical issues related to oppressive experiences.
5. Participants will learn how to assist clients in limiting the impact of oppression on mental health and social functioning.

Global Group Work Cross-National and Cross-Cultural Examination of Essential Elements of Social group Work.

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This workshop is one of the components of a two-year action research project funded by the International Association of Schools of Social Work (IASSW). Through the efforts of collaborating partners throughout the world one of the aims of the project is to engage in building collective agreement around what is essential for inclusion in teaching group work internationally. This workshop is a mechanism for gathering such information and for building a Global Group Work network as a means for collaboration in teaching, practice, research, and scholarship of social work with groups.

The participants of this workshop will:

- 1) contribute their views in the process of identifying and discussing possible essential elements of social group work across cultures and nations;
- 2) gain understanding of how others view social group work practice with groups across cultures and nations; and
- 3) contribute to planning and implementing future activities towards identifying and understanding essential, cross cultural and cross national elements of social group work practice.

Within the small and large group format of this 90 minute workshop the participants will explore, identify and discuss parameters of community context, group identity and group

practice that might be seen as universal, as well as unique to their geographic locale. The final core findings of this workshop and other data gathering workshops of this project will be subsequently disseminated to the participants. Further steps and possibilities for networking will be explored.

Virtual Student Exchanges Through Online Instruction.

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This workshop will focus on the step-by-step development of a multi-national ‘virtual’ student exchange between three foreign universities – one in the U.S., one in Hungary, and one in the Caribbean – through a semester long online course in which social work students engage in lively discussions about the role of social work in responding to global issues. Barriers in the development of the course will be discussed and outcomes shared.

Rapid social and economic changes in all societies are having a direct impact on the social work profession around the globe and are creating ongoing challenges for social work education. As a result, social work educational programs need to equip students with new knowledge and approaches to practice in order to adequately prepare them to confront social problems that manifest due to world events. Organized student educational exchanges are excellent mechanisms for immersing social work students into a diverse culture, a vantage point that has become increasingly more important in our global society. These exchanges can take the form of completing field practicums or coursework in another country under formal exchange agreements between two universities; joint faculty-student educational travel programs; faculty-student research exchanges; etc. Study abroad programs and international service learning and cultural immersion programs are also excellent opportunities for students to broaden their knowledge about global practice and enhance their cultural competence. However, due to economic constraints placed upon many students, a large number are not able to travel abroad to participate in these activities without some form of financial assistance.

This presentation will focus on an innovative method of conducting a ‘virtual’ student exchange between three foreign universities – one in the U.S., one in Hungary, and one in the Caribbean – where social work students from each of these institutions participate in a semester long online course entitled International Social Work and Social Welfare. Included in the course are lectures and lively online interactions relating to various themes pertaining to global social work practice and social work education, such as the role of social work in responding to social problems around the world that relate to globalization, poverty, human rights issues, the oppression of women and children, etc. Step-by-step details will be provided on the structuring of the course, including institutional barriers, curriculum issues, language barriers, etc., that arose. Technical concerns and other challenges confronted in the development of the course will be discussed and outcomes will be shared.

Social Work Field Education In The Digital Age (Complexity and Emergence).

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Introduction

The profession of social work was born largely in response to the turmoil and problems of living generated by the industrial revolution. As we move into the post-industrial era, new challenges emerge that will require innovations in practice and the education of social workers. According to Alvin and Heidi Toffler (2006), many of those who influenced the industrial age proffered the dream of a perfectly synchronized machinelike society. They go on to suggest, "But human beings and human societies are, in fact, open systems. Messy and imperfect." As the broader context changes and technology drives us forward, how will social workers address this complexity along with that of the human spirit?

Content

The Intensive workshop will explore the application of complexity theory to education and learning systems. New models in physics, mathematics, and the physical sciences are exploring system wide behaviors that are at the same time unpredictable but patterned, emergent but self-referential, complex but shaped by simple rules. Descriptive models of these strange systems come from a variety of disciplines, including biology, ecology, economics, computer and cognitive sciences and physics. The emerging fields that investigate these systems are called by different names including complexity theory, complex adaptive systems and chaos theory.

This intensive will focus on complexity theory, its concepts and properties and show that certain conceptions of complexity theory observable in other fields of science are transferable to social work education in both classroom and field. As an example, the Institute will explore a new Complex Field Education Model and the newly designed complex education paradigm based on complexity theory. This paradigm based upon the axes of certainty and agreement directs information and learning from the simple to "the edge of chaos ". We will also explore the identification and use of meta variables that allow for patterns that connect information, knowledge, effective and affect behaviors in the educational process. Finally, the intensive will explore new evaluation approaches that are as rich and varied as the human systems they are designed to assess.

These approaches shift the focus, tools and techniques of evaluation from the structured, low dimensional, predictable patterns of much of traditional research to more organic and flexible strategies that capture and describe the disorderly, yet orderly, emergence of the evolving complex adaptive education system.

Learning Objectives

1. The participants will be able to identify and discuss major concepts, properties and definitions of complexity theory.
2. The participants will be able to review, analyze, discuss and evaluate the new Complex Field Education Model.
3. The participants will be able to compare and contrast the major differences of the

evaluation approaches that are emerging through complexity theory.

4. The participants will be able to analyze and discuss the functional use of meta variables in multiple educational systems.

Developing Functional Collaborations for International HIV/AIDS Research and Service.

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Responses to the global pandemic of HIV/AIDS are best mounted when all parties are provided opportunities to express their needs and goals, assess their capacities for contributing to desired change, and recruit support where resources, skills, or expertise are needed. The urgency of addressing HIV/AIDS, combined with the strongly held beliefs and deeply seated anxieties that often accompany it, challenge potential collaborators to be both mindful and strategic as they work together for success.

Drawing on experiences in the Eastern Caribbean and South Asia, the presenters will briefly summarize key principles of community based participatory action research, and critique their application in early efforts to respond to HIV/AIDS stigma. The relevance of processes derived from mindfulness, looking deeply and listening well, will be considered as we reflect on the goals of functional collaboration, and the challenges of achieving it in international, cross-cultural projects.

The barriers to success are substantial. False expectations regarding the usefulness of imported theories and evidence, inadequate time and attention to needs assessment and relationship development, mistrust based in biases and experiences from prior efforts, and inequities in perceived influence and access to resources all can undermine the best of intentions.

The authors will propose a series of steps promoting functional collaborations in which learning is reciprocal for all parties, local communities remain central to processes from inception through dissemination, and projects are geared from the start to yield meaningful results with the potential for long-term application. Factors to be considered include: assessing motivations (including one's capacity and willingness to contribute), making connections (generating authority and local mandate, and creating and maintaining credibility), assessing local needs (weighing urgency, priorities, and acceptability), applying and developing theory (considering its relevance, planned pace for implementation, and adequacy of available resources), evaluating implementation progress and fit (including process and outcome assessment and dissemination), and maintaining momentum.

Throughout this session, the presenters will draw on illustrations from their shared experiences collaborating across multiple boundaries of nationality, professional training, and personal characteristics, bound together by their strong commitment to serving the needs of people living with HIV/AIDS. The workshop will be designed to encourage discussion and participation, and in the spirit of functional collaboration, be intended as a learning opportunity for all concerned, especially including the presenters themselves! Implications for social work students, practitioners, researchers and academics will be discussed, and techniques and strategies for enhancing our abilities to look more deeply, listen more clearly, and act with greater potential on behalf of PLHA and their communities will be explored.

Diversity Training: A Multi-Disciplinary's Team's Guide To Teaching.

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What emerges when a social work/sociology professor, two lawyers, and an organizational development expert collaborate to design a program about equal opportunity and diversity in the workplace?

This article is intended to provide a synthesis of lessons learned from a collaboration of diverse talent and people who designed and executed an interdisciplinary equal employment opportunity-training program for a workforce facing enormous challenges in a changing, but expanding field of business. Collaboration, communication, and cooperation were mandatory for this multi-disciplinary, multi-ethnic/racial team to successfully deliver its program.

The opportunity for this team to work together was presented after a highly successful company was sued for race discrimination and later entered into a Consent Decree with the Equal Employment Opportunities Commission. The terms of the Consent Decree resulted in a \$200,000 award to five plaintiffs. In addition, the company agreed to training, record-keeping, and audit protocols for a three year period. An outside EEO consultant was hired to ensure compliance with the terms of the Consent Decree.

For practitioners who want to work in a collaborative model, these key lessons emerged:

1. Working on the issue of diversity and equal employment opportunities in the workplace requires a diverse, self-critical, and mature group of individuals with experience teaching adult learners.

2. Each member must recognize, trust, respect and value the skills of others, whether or not the team member has had experience litigating discrimination cases or conducting diversity training programs.

3. Emotional intelligence is as valuable as normative intelligence, meaning it was important for individual members not only to possess solid knowledge and skill in their respective discipline, but also to bring their experiences as parents, problem-solvers in a community, leadership skills, social skills, and ability to empathize to the teaching task around laws, policies, and rules.

4. It was critical for the team to respect the balance that must be struck between the day-to-day business demands and the demands for protection of dignity in the workplace.

5. Discrimination today has become less direct, more implicit. All practitioners must educate themselves about how to deal with hidden biases and prejudice.

This workshop will give practitioners a chance to learn about one group's experience in creating and executing a program that was highly successful and received outstanding reviews from its audience.

"Social Work in yuh face!!" - Reflection on Action in IV Acts.

Author: Karene Nathaniel de Caires & Social Work Students

This workshop will showcase dramatic work of Level I/II social work students as inspired by their exposure to the In-House Practicum I. This workshop will be highly interactive designed to encourage participants to enter into the students' reflections through facilitated discussion, and to take a 'fish-bowl' view of a focus-group discussion between students exploring the self-awareness aspect of their practicum experiences. Participants will also have the opportunity to ask questions of the students. The objective of this demonstration is to give students the opportunity to show what they've learned, to display their talent, and to highlight how active, cooperative and experiential learning inspires creativity among social work students and generates social consciousness and confidence.

Exploring Options for Collaboration Between Caribbean and Canadian Social Work Educators To Advance International Social Work Teaching, Research And Practice.

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Social Work is a profession with a strong mandate and commitment to human rights, especially in relation to the plight of the most marginalized groups in society. As an international profession it is imperative that social work educators and practitioners engage in cross-national collaboration both within the profession and with allies from related disciplines and professions who share our vision. Increased immigration and international transfers of social work educators and practitioners are also adding to the demand for international partnerships. There is a long history of international collaboration between social work educators and researchers, especially in the areas of practicum exchanges, teaching and research. However, these initiatives have been largely program or project specific. Moreover, they have not been well documented, and their effectiveness has not been well publicized. These initiatives vary along a continuum from wholesale copies of "Western" knowledge - without regard for regional differences and indigenous knowledge- to true egalitarian partnerships. Missing from the literature are frameworks that can be used to facilitate true partnerships at the university-community

and cross-national levels – those that are based on principles of mutual respect, trust, inclusiveness, and valuing of differences.

Proposed is a presentation on different approaches to international, university-community, and inter-university collaboration in promoting social work education and research. In addition to models drawn from the literature, the presenters will provide examples of their own collaborative research initiatives, including a research project on barriers experienced by Urban Aboriginals in accessing health and social services in Canada, and a study of the feasibility of a two-year human service diploma program as a response to the rapidly growing need for helping professionals in the interior of British Columbia, Canada. In addition, barriers and opportunities in relation to international collaboration posed by key funding sources, including the Canadian International Development Agency, and the Social Science and Humanities Research Council, will be discussed.

This presentation is intended to build capacity for strengthening collaboration between members of the 1) Association of Caribbean Social Work Educators, 2) Canadian Social Work Educators and 3) collaborators in related disciplines and professions, for the purpose of advancing international education, research and practice. Contact information will be obtained from conference participants who are interested in cross-national research, and a dialogue will be developed with the intent of pursuing funding and engaging in future collaboration with interested colleagues from the Canadian Association of Schools of Social Work (CASSW). Dixon Sookraj is a member of the International Affairs Committee of CASSW.

Translating Knowledge for Child Welfare Practice Internationally

Authors: Julie Cooper Altman, Ph.D. with students Gem Joy Barrett; Jenise Brown; Luvella Clark-Idusogie; Yaminah McClendon; Tanya Ruiz; Chenelle Skepple; Latarsha Thomas

The need for further knowledge development and dissemination in the area of child welfare practice with immigrant Caribbean families in the U.S. is great. New York City is experiencing a dramatic increase in the numbers of immigrants. More than one third of New York City's 8 million persons are foreign born, an all time high. Greater than one third of immigrants now living in New York come from the West Indies. Over 4% alone hail from Trinidad and Tobago.

Immigrant families in the U.S., especially those with children, are much more likely than the overall population to experience psychosocial and environmental stressors. Issues such as adjusting to urban living, differing child rearing norms and traditions, shifting family roles and parental expectations, economic hardships and normative stressors appear to increase the rates of family violence for this population. Of recent concern is an increase in New York City's public child welfare reports involving Caribbean children.

Given the recent increase in allegations of child abuse within New York City's Caribbean community, further understanding the influence of sociocultural factors on various aspects of behavior including childrearing practices is called for. Current research provides disparate views on the reasons for this trend. Some researchers contend that the rise in child abuse allegations among Caribbean immigrants in New York City is consistent with the large body of research indicating that child abuse and neglect are driven by the complex interaction of interpersonal, economic, social and environmental factors. Others believe it has more to do with cultural child-rearing norms sanctioning the use of physical punishment of children.

This presentation will focus on the process of translating the knowledge gained from basic research on the norms and context of child-rearing in Trinidad for practical application to the child welfare system in the U.S. The goals of the research reported on here were to better understand the influence of sociocultural factors on parenting patterns, particularly as they relate to disciplinary practices within the Trinidadian population. Then, using that knowledge, seven seasoned child welfare workers from the U.S., all involved in a specialized MSW training program with the Principal Investigator, crafted proposed practice guidelines and policies designed to serve the growing population of Caribbean families who immigrate to the U.S. and become involved in the child welfare system.

Once developed, it is critical that knowledge be disseminated and evaluated. Educators in the U.S. remain committed to improving the capacity of child welfare students and workers to deliver culturally competent and effective services to the multitude of diverse families they serve in the child welfare system. Preparing and delivering services that are culturally syntonic with the needs of their Caribbean immigrant population is an increasing priority.

A Developmental Approach To Internalization In Social Work Education.

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Since the early 1920's, the social work profession has directed resources to promoting social and economic justice on an international level. There is increasing recognition that we live in an interdependent global society, one in which social problems, political and economic structures, environmental disasters, and public health problems have far reaching effects that cross national boundaries. This has resulted in the development of initiatives to integrate international content in the social work curriculum to better prepare students for a broader understanding of social issues, social development, and culturally competent practice.

While the international perspective has been embraced by the social work profession, there are numerous challenges to infusing this approach comprehensively in social work educational programs. To varying degrees, social work programs afford students

opportunities for student exchange and independent study in foreign countries. There are also efforts to incorporate curricular content on the foundation and advanced levels of social work education. In addition, the Council on Social Work Education, CSWE, through its efforts of the Katherine A. Kendall Institute, promotes the development of international content in social work education. In spite of these efforts, social work education for the most part, focuses on a domestic orientation to practice.

The purpose of this paper will be to present a strategy for incrementally infusing a global perspective to social work education throughout the social work curriculum by identifying possible course units, field placements, and advanced curricular concentrations. The presentation will highlight how one school is attempting to increase its efforts to increase international content in the context of the university's institutional agenda and interdisciplinary initiatives.

University Partnerships and Collaboration in Improving Early Childhood Development in the Caribbean.

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The achievement of development goals requires the type resources which many developing nations can ill afford hence cost effective ways of ensuring a sustainable quality of life for all its inhabitants must be explored. In 2004 a partnership was established between the Centre for Population, Community and Social Change (CPCSC) at the University of the West Indies (UWI) Mona and the Caribbean Support Initiative (CSI), a regional integrated programme, to aid parenting support and early childhood development in the Caribbean region. The resulting design of the Caribbean Internship Project (CIP), which collaborates with other regional universities in the English-speaking Caribbean, has utilized tertiary resources to benefit capacity building of agency staff in child-focused agencies in four Caribbean countries, namely, Grenada, Dominica, St. Lucia and St. Vincent and the Grenadines. The project has contributed to mutual benefits for both agency staff and interns involved. Agencies have reported the enhancement of human and social capital among its staff and target groups while interns of the disciplines of Social Work, Psychology, Early Childhood Education and Media have acknowledged enriching placement opportunities in diverse settings, which have earned them accreditation for the field-experience undertaken.

Mental illnesses adversely impact individuals, families, the wider society, and the global community. In the United States alone, mental illnesses affect approximately 15% of the overall population. While a significant number of the 15% are members of racial/ethnic minority groups, a disproportionate number of treating practitioners are Eurocentric. This presentation provides a description of the Maxie Collier Scholars Program (MCSP); a collaborative designed to address major gaps in the public mental health system. There is a dire need for well-trained culturally competent minority practitioners to eliminate disparity in the mental health workforce. MCSP provides a supportive and creative learning environment with enriching activities to increase the students' success rate in

undergraduate education and transition to graduate school. Preliminary data demonstrate the MCSP success in capacity building in the mental health field.

The MCSP was developed as a collaborative between Coppin State University and the Maryland State Mental Hygiene Administration, as an interdisciplinary approach with four professional programs: nursing, natural science, psychology, and social work. This presentation will demonstrate how this innovative model can be easily replicated across cultures. The audience will be provided performance data, Scholars' feedback, sample syllabus, PowerPoint outline, and a reading list.

Educating A Challenged Student Population For The Social Work Profession.

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This presentation describes the social work department's labor-intensive efforts to work successfully with students who have many challenges. As a result, the number of students who attend graduate school in social work is higher than any of the other departments on campus.

A college with open enrollment accepts a range of students including those who are extremely well prepared academically and socially and emotionally adept to those who are extremely under-prepared and are socially and emotionally under-developed. Many of the academically under-prepared come from a poor public school education system that failed to provide them with an adequate foundation. Also, many enter college shouldering heavy family and employment responsibility. Additionally, many are struggling with numerous issues around intra- and inter-personal relationships, basic needs, health and legal concerns. In spite of their circumstances and issues, many of these students have a strong desire to achieve a better life for themselves, their children, and a desire to help others. In order to achieve that better life by being successful in college, they need a lot of support. With diminished funds for higher education, the College lacks adequate supportive resources. This presentation will describe how the social work department has augmented the College's services through its labor-intensive efforts to provide a supportive climate that is conducive to retention, growth and development, resulting in many of our students being successful in their internships, having the highest number of all the departments on campus to attend graduate school and receive advanced standing. Our success recognized by the vice president of academic affairs.

The learning objectives include:

- 1) To provide an understanding of the students' needs
- 2) To identify a departmental environment that is developmentally supportive
- 3) To identify challenges in working intensively with the students

Drama/Theatre-In-Education For Social Development: Arts-In-Action's Applied Creative Arts For The Caribbean.

Author: Lacaille, Brendon

The use of drama and theatre strategies for social work in the Caribbean is not a new development. Scene-building, Role-Play, Educative Theatre, Educative-Theatre workshops, Playback Theatre and the use of drama/theatre games, have all played crucial roles in the provision of developmental curricula. Although there are still varying perspectives and attitudes on the part of non-practitioners towards the benefits of employing drama and theatre strategies, the fact that there is significant interest in the application of these approaches indicates that their efficacy must be examined thoroughly.

Since its inception in 1994, Arts-in-Action, the Applied Creative Arts Consultancy and Outreach Unit of the Centre for Creative and Festival Arts, University of the West Indies, Trinidad, has been developing its *Applied Creative Arts* methodologies for the Caribbean. Under Arts-in-Action's Founder/Creative Director, Dr. Dani Lyndersay, this new consultancy has persevered beyond the traditional ten-year life-span for theatre-in-education teams and expanded its outreach capabilities providing Applied Creative Arts (ACA) services for a number of community and corporate stakeholders.

Arts-in-Action's success is not simply a product of creative branding. The unit, consisting of a core of University graduates (all certified actor-teacher/facilitators), has developed AiA's ACA approaches into definitive developmental tools. Drawing from Augusto Boal's *Forum* and *Image Theatre* (originally influenced by Paulo Freire's 'Pedagogy of the Oppressed'), Dorothy Heathcote's 'Teacher-in-role', facilitation techniques influenced by Brian Way's 'Participational Theatre' and including their own blend of Carnival Arts/Caribbean popular culture trends, AiA has created a truly Caribbean dynamic within which to place their work. Dr. Lyndersay's categorizing of the application of techniques has allowed AiA's facilitators and their processes to be somewhat scientific yet engaging in design. The unit has thus applied their unique creative arts approaches in a multitude of learning environments.

Arts-in-Action's significance to Caribbean Social Development lies in the formalizing of media, traditionally overlooked for its contributing role in genuine development. AiA's methodologies and their social impact can provide the field of Social Work with effective tools to enhance social engagement. This incorporation is towards a 'total education', where cognitive, emotional and physical development is collectively approached.

THEME: HEALTH & WELLNESS

Core Female Partnerships: Survival Strategies for Women Heads of Household?

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This paper is based on findings from an ethnographic study conducted in Tobago that examined the social and economic survival strategies utilized by low-income African Caribbean women heads of household. Worldwide, the number of women headed households is increasing and their numbers correspond with the global increase in female poverty. Literature on matrifocal Caribbean heads of household shows their dichotomous representation as either powerful matriarchs or poorest of the poor. This study demonstrates that the realities lie somewhere between these two extremes, for, although the participants exhibit strength in maintaining their households in often-desperate situations, considerable forces undermine them. These include a fragile economy vulnerable to world markets, unpredictable government support, and foreign and local interests eager to usurp small landholdings.

The focus of this paper is a crucial survival strategy identified among participants in the study that is not found in the extant literature, that of *core female partnerships*. Partnership in this instance implies neither marital union, legal or otherwise, nor sexual relationship. Rather, the term is used to describe working partnerships of two, and occasionally three, women, which serve as the cornerstone of overall household maintenance and the well-being of its members. Current literature on women in the Caribbean is abundant regarding the importance of various types of female alliances as strategies for social and economic survival. Foremost among them are kinship ties and female networks. This study found the participants utilize kinship ties and female networks as survival strategies in widely varying degrees, ranging from rare involvement to daily interaction. However, core female partnerships were found to be the nucleus of broader *networks*, and considered to be more vigorous than is inferred by the term *ties*. Additionally, the study found that the strength of these partnerships varies along a continuum and there appears to be a correlation between the strength of the participant's core female partnerships and the overall success and well being of her and the members of her household. Partnership strength was evaluated based on objective and subjective factors that emerged from the study itself.

A feminist theoretical lens guided the study which was conducted in two villages in Tobago over 5½ months. Participants included 23 women heads of household who were selected through a snowball sampling process. Data was collected through archival review, participant observation, and unstructured and semi-structured interviews. Study findings indicate that existing paradigms of matrifocality can be refined and amended with detailed information obtained from the voices of the women themselves. It has implications for global, policy, and practice issues in social work.

Innovations In Mental Health Practice With HIV Positive Women

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Globally and in the Caribbean, the number of women affected with HIV is increasing. United Nations AIDS epidemic 2006 update reports, in the Caribbean region close to one in every two adults with HIV is female. The most commonly reported mode of infection amongst these women is heterosexual sexual contact. Scholars have increasingly exerted their energies in developing an understanding of the dynamics of the HIV risk among women. As a result, research in this area has identified factors such as gender role and gender inequalities, self-esteem, heterosexual relationships and sex work as impacting on women's susceptibility to HIV infection.

The challenge for those of us who work with this population is deciding how to address these "risk factors". "How do we translate/reflect and address these issues in practice? Do we learn new skills or can we augment current competencies to meet this challenge?"

Close analysis of the identified risk factors reveal origins in the bio-psychosocial sphere of human functioning and/or in the structural underpinnings of society. Many practitioners are not only familiar but are competent in the use of the bio-psychosocial model of health promotion, indicating a need only for skill enhancement and increased sensitivity to the specific issues. This presentation aims to exemplify the effectiveness of the bio-psychosocial model as a framework for assessment, treatment and prevention while highlighting areas of intensive intervention for women with and at risk for HIV infection.

Breaking Barriers: An analysis of sex talks between mothers and daughters.

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Research in North America and other developed countries have shown that the quality of sex based communication between parents and their children is dependent on several factors such as parenting practices, societal norms, cultural characteristics and gender of parents. In some Caribbean countries like Trinidad and Tobago and St. Vincent and the Grenadines, parent-adolescent communication about sex has been an area of concern as the information suggests that there is a lack of substantial communication between parents and adolescents. There have also been notable differences in the way parents communicate with their children according to gender.

Communication comfort between parents and adolescents has therefore been a major cause for concern in the battle against HIV/AIDS since parents as the primary caregivers play a critical role in influencing adolescents' sexual behaviour. In order that HIV/AIDS can be addressed adequately, communication barriers must be broken so that people can feel comfortable giving and receiving sex related information. It was therefore hoped that

by studying this aspect of the epidemic that more could be revealed about people's attitudes about sex in Trinidad which could help break the silence that plagues many developing countries.

The idea to conduct a study of this nature developed while being placed on the Sondai project and holding informative sessions with parents, adolescents and specialists in the field who identified the lack of sex communication among parents and adolescents both in Trinidad and St. Vincent and the Grenadines (where I also practised) as a major obstacle to addressing HIV/AIDS in the Caribbean. In St. Vincent and the Grenadines, open discussions about sex was identified as a major challenge which created obstacles to disseminating information about HIV/AIDS as reported by HIV/AIDS officials and other professionals.

The present study (still in progress) explored how maternal parents and adolescents communicate about sex so as to facilitate communication between them. Focus group interviews and individual interviews were conducted with parents and adolescents in an economically depressed community with a large percentage of HIV/AIDS cases in Trinidad. Parents and adolescents agreed that talking about sex was a challenge in the community which resulted in ignorance and unhealthy sexual practices. Parents reported that this communication deficiency may be attributed to their own experiences with their parents who did not talk to them directly about sex. The HIV/AIDS epidemic has impacted heavily on this aspect of parent-adolescent relationships, with parents more willing to talk about sex related issues than before but they are concerned about children's receptiveness to the information provided by them. A major finding for the adolescents so far is the value they placed on their perception of parents and the consistency between the information provided and their parents' own behaviour. From the design to analysis of findings, the study takes advantage of principles of social cognitive theory, communication theory and community-based participatory research. The findings of this study are still being analysed.

Attitude of Teachers and Students Towards Students Infected With HIV/AIDS .

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HIV/AIDS continues to be a major problem in the Caribbean. Stigma and discrimination towards persons infected/ affected with HIV/AIDS remains a challenge to professionals who seek to address the spread of this disease in the region. Children are one of the most venerable groups.

This study on HIV/AIDS was conducted in 2006 to determine the attitudes and awareness of teachers and students towards students affected/infected with HIV/AIDS in St Vincent and the Grenadines. A total of 50 students and 10 teachers were surveyed using two separate questionnaires. The results indicated that students were generally unaware of the information pertaining to HIV/AIDS and expressed negative attitudes toward students

infected/affected with HIV/AIDS. Gender and age (of students) were found to be not significantly related to attitudes and awareness of HIV/AIDS. However, there was a significant relationship between awareness and attitudes to HIV/AIDS, where students with higher levels of awareness held more positive attitudes toward students infected/affected with HIV/AIDS. The data show that teachers expressed positive attitudes toward students who are infected/affected with HIV/AIDS.

Implications for social work education and practice particularly in the school setting, and areas for future are noted.

Understanding Alzheimer's & Dementia.

Author: Shabazz,. Hamina

Alzheimer's, the most common type of Dementia, is a progressive disease marked by cognitive impairment, memory loss, disorientation, delusions, and hallucinations. This is an important disease to be studied and understood by Social Workers, because the disease is marked by multiple neuro-psychiatric and behavior management challenges. Dementia, an equal opportunity disease, commonly affects aged individuals which is particularly significant since people are living longer. It is estimated that about 47% of the population over the age of 65 will develop dementia, whose cause remains unknown.

As a Dementia Education & Training Consultant and family caregiver I learned that understanding the function of the brain is the key to symptom and behavior management. Knowledge of the disease process, the symptoms and the common neuro-psychiatric and behavior problems along with support and assistance allows for a manageable and sometimes enjoyable journey.

Most people are unaware that memory is controlled in two separate areas of the brain. Short term memory is stored in the temporal lobe and long term memory in the parietal lobe. This offers a great opportunity when caregivers realize that every five minutes is a new beginning for dementia patients in the middle stages of the disease. Understanding the disease process is as easy as understanding the 4 A's of Alzheimer's: Amnesia, Aphasia, Apraxia and Agnosia and how they may affect the behavior of the client. In addition the 3 D's: Dementia, Delirium and Depression as well as other neuro-psychiatric symptoms including, paranoia, delusions, anxiety, elation, and irritability which are common in the middle stage of the disease, offers important understanding of complexities of this disease.

One of the greatest challenges in working with dementia clients is the fact that they are sick but they show no visible signs of illness as their brains are dying, but their bodies look well. They are usually mobile, active, and articulate, but their behaviors may seem erratic or deceptive. Lack of understanding of Dementia has resulted in abuse and/or neglect of elderly citizens by their families and/or caregivers. Common problems among dementia clients include but are not limited to: repetitive questions, poor hygiene, wandering, yelling, verbal or physical threats, disrobing, stealing, agitation, misidentification of caregivers, resistance and incontinence.

Looking at pictures of the brain helps to increase understanding of the behaviors of the person with Alzheimer's. As different regions of the brain die, there is a resulting hole in that region which the entire brain shrinks to accommodate. As the disease process exacerbates, there is continued atrophy which is remarkable as one witnesses the difference in the sizes of the normal, middle stage and late stage Alzheimer's. As practitioners understand the process of brain death they also learn how to effectively manage the behaviors of the client, realizing that the dementia patient experiences development in reverse. The most important thing to recognize as we advocate for dementia patients is that their brains are dying, their bodies eventually deteriorate, but their souls are still in tact. When all else fails, we treat the soul.

The Effects of Neighborhood Context on Depressive Symptoms among Minority Adolescents Living in Public Housing Developments

Author: Von Nebbitt

Introduction: The mental health of children and adolescents is a significant public health concern (HHS, 2000). According to *Healthy People 2010*, one in five children and adolescents between the ages 9 and 17 years has a diagnosable mental disorder in a given year (HHS, 2000). Though the literature on childhood and adolescent depression has grown exponentially over the last decade, a glaring limitation in the literature is a lack of studies on the expression and development of depression among minority youth (Shaffer, Forehand & Kotchick, 2002). The prevalence rate of depressive symptoms among low-income African American adolescents is practically missing from the professional literature. Also rare in the professional literature are studies that investigate environmental correlates associated with increased or reduced depressive symptom among African American adolescents living in public housing developments.

Methods: The current study collected data from 238 minority adolescents ages 13 to 19 living in three urban public housing developments in a Midwestern city. Two young adult African Americans living in the housing developments were hired to recruit youth. Trained minority graduate students collected the data for this study using convenience sampling techniques.

Results: Analytic strategy involved descriptive statistics, independent sample t-test and hierarchical regression analyses. Results show that males reported significantly higher rates of depressive symptoms compare to females. Depressive symptoms were found to have a positive significant relationship with neighborhood risk factors, but it was not related to neighborhood social cohesion. Results also found neighborhood risk factors were a significant predictor of depressive symptoms for all youth. The relationship between neighborhood risk and depressive symptoms was exacerbated when youth reported involvement with delinquent peers. Parental factors and conventional belief was found to have a protective effect on depressive symptoms beyond the negative effects of neighborhood risk.

Discussion: Successful interventions to prevent mental health (depression) among youth of color living in public housing develops must focus on reducing neighborhood level risk factors and build upon the protective factors of parents and individual beliefs. Prevention intervention must pay special attention to the needs of minority males considering they have a higher prevalence of depressive symptoms than females and are therefore at higher risk for major depression disorder.

Learning Objectives: At the conclusion of the session, attendees will be able to: 1) Identify neighborhood level risk factors associate with heighten depressive symptoms among youth of color; 2) Understand how exposure to delinquent peers worsen the relationship neighborhood risk and depressive symptoms; 3) Understand how parental supervision and encouragement and conventional beliefs have a protective effect on depressive symptoms over and beyond the negative effects of neighborhood.

Sondai Panel 1

Factors which Contribute to Non- Adherence to Highly Active Anti-retroviral Therapy among children age 12 to 16 years: Caregivers and Children’s perspective – A study in Durban South Africa.

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Introduction and Objectives

This paper is based on a study presently underway, conducted in a Paediatric Clinic in Durban South Africa which is examining the psychosocial factors that hinder adherence to Anti-retroviral drug Therapy (ART). Adherence to an effective antiretroviral is critical to the success of HIV management, but this does not only occur in HIV, it occurs with other chronic illnesses like TB, diabetes, Hypertension and etc. Adherence has a profound effect on how well the disease is managed. In contrast to most chronic illnesses, HIV treatment requires that adherence be almost perfect in order to reduce viral loads and prevent emergence of drug-resistant strains, which has shown to reduce future treatment options and can be fatal, this is specially true for South Africa at the moment, we do not have a wide choice of registered drugs to use for HIV treatment, presently we have seven drugs. There has been numerous studies in the world on Highly Active Anti-Retroviral Therapy (HAART) and adherence, but treating children on a large scale with HAART is new in South Africa more specifically in McCord Hospital, we are not yet seeing the full picture of the trends of adherence among children , we are however already identifying patterns and trends that exist in our children cohort , the emergence of these trends is enough to keep us alert of potential danger if we do not fully understand the nature of non-adherence as it relates to us and how we can put systems in place that will prevent non adherence before it manifests itself in viral load and CD4 counts. With the limited existing regimes of ART in South Africa adherence is a crucial variable for survival. This paper addresses both the enthusiasm and suspiciousness which ART has been met with by South Africans and uses a biopsychosocial theoretical model to examine the social worker’s function in affecting behaviours related to adherence.

Group Work at a Paediatric Special Clinic in Trinidad – A Social Work Method for Treatment

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Introduction

This paper represents social work clinical practice at a Pediatric Special Clinic in Trinidad. The clinic population consist of parents, caregivers, HIV+ and HIV exposed children. The HIV positive diagnosis greatly impacts the intrapersonal, interpersonal and environmental domains in individuals' lives. Thus, in the health care setting any attempt to provide care and treatment demands a multidisciplinary team approach to address the physical, psychological and social needs of the client group. Here, the social work has a critical role to play in providing psychosocial intervention.

Research has shown that one of the effective treatment modalities for persons living with HIV/AIDS, is group therapy. Therefore, the psychoeducational group approach was found to be apt to address the needs of the clients. A psychoeducational group has a psychological theme of focus and an educational function. It includes planned sessions, activities, mini lectures and a set number of sessions.

Objectives

- To provide information on self- care and child-care
- To create an environment to reduce social isolation
- To foster mutual support
- To strengthen coping skills

The Psychoeducational Group

There were four sessions that focused on the following themes: The Social Self, The Emotional Self, The Physical Self and The Intellectual Self. Each session was facilitated by a social worker, while various members of the multidisciplinary team conducted the mini lectures. This approach allowed for ventilation of unresolved emotional issues, peer support and the arriving at solutions. An evaluation of the group revealed the efficacy of this treatment model in reducing the impact of HIV/AIDS on the members.

Conclusion

The structure of the psychoeducational group allowed for the education of members on HIV/AIDS related matters. This information empowered members to make informed decisions concerning their lives. In addition, the interactive discussion on psychological issues, in a safe and supportive environment, proved to be a rewarding therapeutic experience for members. This intervention provided the social work practitioner with an effective method for helping parents and caregivers cope with the challenging psychosocial issues associated with HIV/AIDS.

Social Support among Women in Trinidad and Tobago who are HIV Positive
Author: Debra Joseph

Introduction

To date, no research exists on social support among women in Trinidad and Tobago living with HIV/AIDS. This study will focus on the availability of informal and formal supports and the context in which women seek help. The knowledge gain from this study will assist in creating interventions that are specific to this population and also policy decisions with respect to care and support. ***Informal Support*** is seen as emanating from the family and friends and consists of the following aspect: ***Emotional***- Affective support, family commitment and family acceptance (intangible support). ***Formal Support: Concrete***- Housing, assistance with parental responsibilities, household activities. Formal support is inclusive of the availability of clinics and medication (Tangible support) and ***Cognitive/Informational***- Provision of HIV/AIDS information and support and support in HIV/AIDS advocacy work.

Theoretical Foundations: Social Support Theory was used to guide this study. Social support has been defined as information that prompts the individual to believe that he or she is cared for, loved, esteemed and valued and is a member of a network of common and mutual obligation (Cobb 1976). It can also include a) what exists, that is the amount of support available (Sarason & Sarason 1982), b) quality of support, that is, a person's satisfaction with what is received (Vaux & Aphanassopoulou 1987) and c) support that is deemed to be encouraging and discouraging. (Schilling 1987). Considerable evidence suggests that positive social support helps people maintain their health and welfare under difficult circumstances (Hudson, Lee, Miramontes & Portillo 2001; Saunders & Burgoyne 2001).

Purpose: The proposed study addressed the following: 1) The types of informal support (parents, siblings, and extended family, regular sexual partners, religious or spiritual leaders or advisers and friends). 2) Formal social support (medical professionals, mental health professionals, social service professionals, and community organisations). 3) The types of services HIV+ women need.

Research Design and Methods: To generate an adequate representation of HIV positive women in Trinidad and Tobago, purposive sampling techniques were used. Study participants were recruited through printed announcements. To be eligible for the study, women had to fulfill the following study criteria. 1) HIV positive. 2) Between the ages of 18-55. 3) A Trinidad and Tobago citizen. Women were excluded if they are younger than 18 or older than 55. Individual sessions were arranged with women meeting the study criteria.

Interview Protocol: The principal researcher administered a semi- structured interview protocol. The interview lasted approximately two (2) hours and was audio taped. The first 15 minutes was used to read the consent form to participants, which outlined the study, apprised them of confidentiality procedures and their rights as research

participants. Transcribed interviews were analysed and coded using the EZ-TEXT qualitative software.

Results: Women found more support in the formal sector than in the informal sector as a result of numerous reasons, for example, stigma and discrimination in the home and lack of understanding of the disease by family members.

Key Words: women, Trinidad and Tobago, HIV/AIDS, social support, informal support, formal support, social support theory, gaps in the services for women.

Males' Involvement in Sexual and Reproductive Health Issues in Guyana

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Sexual and Reproductive Health is an issue that should be of great importance to all human beings regardless of gender, ethnicity, race, class or creed. Over the years, it has been perceived as attracting the interest of females. This can be understood, for it has particularly targeted females, especially when the focus has been on developing countries. In recent years, there has been awareness by global institutions such as: the United Nations Population Fund (UNFPA), and the International Planned Parenthood Federation (IPPF), that there is a need to revisit their modus operandi to attract greater male involvement in their S&RH focus.

Guyana is no exception to how the S&RH programme has been marketed. Aggressive promotions of the programme have mainly targeted females in the society, with local organizations such as: the Guyana Responsible Parenthood Association (GRPA) and Family Planning Association of Guyana (FPA) that provide such services, being more female friendly in its delivery.

This exploratory study is an effort to understand how males can be better targeted in the S&RH focus. Thus the research captures the process and execution to fulfill the research goal of: "Ascertaining the knowledge, values, attitudes, behaviours and practice of Sexual and Reproductive Health among males in Guyana". It utilizes instruments in the form of questionnaires and focus group discussions to achieve its goal. In so doing, it captures the thinking, views and opinions of males of different ethnic descent (African, East Indian, Amerindian, and Mixed race), in the urban and rural communities of Guyana. In addition, it focuses on males who are husbands, fathers, professionals, skilled, semi-skilled, working class persons, farmers, unattached, unemployed, and so forth. This study puts voices of the males into an area where they felt uncomfortable to visibly associate, due to the perception that it is a female's domain. Additionally, the views of females from the same communities were solicited to help informed the focus of the study through what they expect of males in S&RH.

The research also serves the usefulness of highlighting what males feel institutions can do to better capture their interest in S&RH; the relationship with their female partners and

families; responsibilities of fatherhood; how they view sexuality and sexual health among males; their views/understanding of sexual abuse and rape; and feelings on contraception, condoms and pregnancy.

The research highlights certain strategies that can be adopted to achieve greater male involvement, such as:

- Targeting workplaces that have a large concentration of male employees.
- Aggressive promotional programmes through the media.
- Paying particular emphasis on key issues in society, such as Sexual Abuse, Rape and Domestic Violence.

The study concludes that males do realize that it is their responsibility to protect themselves and live a healthy lifestyle. However, there is need for males to move from a level of knowledge, to one of transferring same into practice.

Emergency Contraception: An Important Option for Women in the Caribbean.

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Emergency contraception is a method of pregnancy prevention that may be used after unprotected intercourse. Emergency contraception is not the abortion pill, and does not terminate an established pregnancy. For women in the Caribbean who may be facing an unintended pregnancy due to unplanned sexual intercourse, rape, failure of a contraceptive method or lack of information on reproductive health, emergency contraception is an important option. According to the World Health Organization, emergency contraception is important in helping women prevent unwanted pregnancies. The incorporation of this method in areas where information and access are restricted, improves the reproductive health services, and should be considered a long term strategy.¹

This workshop will emphasize the role of social workers and other health providers in helping to increase awareness and access to emergency contraception. The implications of such practice will coincide with the conference's thematic area of health and wellness promotion.

The format for the workshop will include an overview of emergency contraception; discussion of the barriers to widespread use of emergency contraception; benefits of emergency contraception; ethical considerations; and strategies for the social work community to incorporate emergency contraception as a part of their work. Regional case studies from family planning agencies, and role play sessions for counseling will be highlighted. Participants will actively explore emergency contraception as a pregnancy prevention option for women in the Caribbean.

¹ World Health Organization (1998) World Health Day Safe Motherhood: Prevent Unwanted Pregnancies Retrieved on December 15, 2006 from http://www.who.int/docstore/world-health-day/en/pages1998/whd98_09.html

Upon completion of this workshop, participants will be able to:

- Explain 4 basic myths and facts about emergency contraception;
- Discuss the role of social work educators, policymakers, providers and researchers, related to emergency contraception information, education, and access;
- List and discuss the activities of at least two organizations in the Caribbean who are involved in improving information and access to emergency contraception; and
- Develop action plans for the integration of emergency contraception in various social work settings.

Note: The author has no personal financial interest whatsoever in the commercial success or failure of emergency contraception.

Coping with an Emerging Non-normative Gender and Sexual Identity within the Jamaican Context: Case Study of One Male Adolescent.

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A case study approach was utilized to gain an understanding of how an adolescent with an emerging non-normative gender and sexual identity arrived at a sense of self and coped at school within the Jamaican culture known for its strong homophobic tendencies. Where there is silence and non-dialogue on the issue, abusive behaviours are common. Male adolescents among this “at risk” minority population are particularly vulnerable.

The purpose of this research was to examine the impact of the social environment on an adolescent with a non-normative sexual orientation in terms of his self-perception, his ability to cope and its implications for developing a positive identity. Such findings could challenge professionals to confront any stereotyping and prejudices that might prevent them from becoming agents for transformation.

The literature identified challenges associated with the adolescent period, which can be compounded for teens of gay, lesbian or bisexual orientation, especially if appropriate support structures are not in place. However, only limited information on coping strategies employed by these individuals was located and none was found in the Jamaican context as it related to adolescents. Some research on sexual minority youths indicated that some youths resort to risky coping mechanisms such as repression, drug abuse and risky sexual behavior, while others are at risk for suicide.

Through the methodology of purposeful sampling a nineteen year old male volunteered to participate. Narrative analysis provided a platform for Timmell (a pseudonym used to effect anonymity) to tell his story, resulting in the gathering of rich information. The face-to-face interviews were audio taped and later transcribed verbatim. The narratives were analyzed and emerging trends identified with a view to gleaning why the story was told the way it was, as well as to unravel how the coping strategies devised were socially constructed.

The study revealed challenges and stressors the teenager faced due to his sexual orientation, especially within the school environment. It highlighted minimal support from a few teachers and exemplary support from a few key friends, although they were not overtly aware of his hidden orientation. There was no evidence of drug abuse and risky sexual behaviour. However, the participant repressed his thoughts, feelings, and behaviours which appeared to be escalating into explosive anger. Blumenfield, (1996) noted that “the majority of gay and lesbian suicides occur between the ages of sixteen and twenty one”. This participant, during this time frame, had on occasions thought of and attempted suicide.

Timmell’s perception of his experiences was socially constructed as he had internalized the bad-self image over the years which have stymied the development of a positive self-concept. Avoidance of self-labelling resulted in internal conflicts, cognitive dissonance, identity confusion and self-loathing. There was also the emergence of “two selves” arising from a mix of both adaptive and maladaptive coping strategies – a “sad, angry and confused” state when alone, and a “jovial, fun-loving and friend-pleasing when with others”. Three basic negative schema affected Timmel’s behaviours - emotional enmeshment with key friends; subjugation and self-sacrifice. However, effective coping strategies were the use of various positive relationships and academic compensation. Implications for the practice of social work are discussed as well as two critical areas requiring professional attention. The paper concludes with some recommendations for action.

The historical experience of West Indians and the context of their reception in the diaspora have created a particular cultural identity, yet West Indians remain largely invisible in the social work literature. Social work intervention with this population tends to focus on their cultural adaptation and sensitivity to their worldview in the worker/client interaction. However West Indians in the diaspora face a complex web of problems, which when combined with problems of migration often create challenges for practitioners working with this population. This indicates that some understanding of a number of key factors should inform social work assessments and service planning with West Indians. This panel will discuss multiple aspects of service need among West Indians including HIV/AIDS; child welfare and mental health problems. It is argued that these issues are best understood in the context of a number of key factors and themes attached to the experience of West Indians in the diaspora. They include location in the labor market, housing segregation, serial migration, racism/discrimination and intergenerational dynamics. Suggestions for incorporating this knowledge into practice with this population will be also explored.

The Changing Mental Health Needs Of The African Caribbean Community.

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The purpose of this paper is to discuss and share innovative practice in response to the changing mental health needs of the African Caribbean community in one mental health NHS Trust in the United Kingdom.

In recent years there has been an increase in the prevalence of cognitive impairment and Dementia in African Caribbean Older People in the Britain. This group is known to be one of the most socially excluded groups in British society. This social exclusion is due to a range of issues, which include stigma, prejudice, and lack of access to services that could help this group back into mainstream life (DoH, 2003). Furthermore, the experience of racism, poor physical health and living in deprived neighbourhoods has all contributed to increased mental health issues. There is also evidence to suggest that the impact of social exclusion, racism and poverty leads to early ageing of individuals. In addition, the under representation of African Caribbean older people within the specialist mental health services does not suggest that this is due to a reduction of their mental health needs. These issues are likely to worsen as Britain is now faced with an ageing first generation of African Caribbean people who came to England in the 1950's and 60's. The needs of these individuals are becoming more complex with interrelated physical and mental health needs, high prevalence of stroke, diabetes and hypertension, which raise the risk of dementia. Furthermore, there is an overrepresentation of vascular dementia among elders who were born in the Caribbean and living in Britain (Stevens et al, 2004). Unfortunately these symptoms are commonly mistaken for 'old age', therefore becoming the accepted norm.

To begin to address some of the issues outlined above an older people's African Caribbean mental health lead was appointed in April 2004. The role is multifaceted and encompasses the following key features. The principle and primary focus of the role is to raise the awareness of the timely detection of the mental health needs of older people. Training and Education enhances the level of knowledge and understanding about mental health in African Caribbean older people and how this is expressed and the impact and influence of culture on mental health. The assessment of individuals needs earlier in the course of their difficulties. Networking and liaison with Statutory and non-statutory agencies promotes collaborative working to enhance the mental wellbeing of individuals and ensure appropriate mental health care. Advice and Support is accessible to services users, carers and their families, statutory and non-statutory agencies around issues of culturally congruent care.

To date, the evidence suggests that this role has made improvements in the delivery of appropriate and responsive mental health care and develop innovative ways of community engagement.

In conclusion, this abstract has outlined new ways of working with African Caribbean older people with mental health needs. These practices are transferable both nationally to

other Trusts within the UK and internationally to promote effective delivery of appropriate services for this client group.

Satan's trying to take you and God's trying to save you: A Qualitative Study Examining Beliefs About Depression and Spirituality Among Religious Women of Colour

Authors: Bryant, Virletta C.; Smith-Hill, Vondelear

Prior studies have indicated that religious women of color are more likely to use spirituality than formal counseling for depression. A review of the literature yielded contradictory findings regarding their beliefs about depression, contributing factors and treatment. This qualitative study used grounded theory as a methodological reference and Symbolic Interactionism as a theoretical reference to examine their use of faith communities, beliefs about depression and spirituality.

Ten respondents participated in three semi structured audio recorded interviews. The interviews were transcribed and the Constant Comparative Method was used to identify codes and categories which were transformed into themes and later collapsed into hypothesis for theory development.

Most participants reported interconnectedness between God, Satan and depression. As a result they were more likely to view depression as a "crisis of faith" rather than a mental disorder. Seeking spiritual support within their faith communities or incorporating spiritual practices into treatment were critical and in some cases mandatory components of the therapeutic process. Implications for mental health practitioners are provided.

Exploring the work stress phenomenon among social work practitioners in Trinidad and Tobago

Author: Lionel Remy

Trinidad and Tobago is located on the southernmost tip of the Caribbean archipelago, seven miles east of Venezuela. The country has a population of approximately 1, 2 million and is blessed with significant petro-chemical reserves. While the economic outlook seems bright and prosperous, more than 30% of its population lives below the poverty line. This has significant social impact especially in the absence of a tradition of dealing with the social development needs of the population in a comprehensive and systematic manner.

From a human resource management perspective, the absence of a strategic HR plan targeting the social work profession has contributed to migration from core social work jobs in the traditional social service agencies to other higher paying jobs within the public sector as well as outward migration to other countries eg U.k., Canada and the US.

In addition, social workers have been affected by the lack of equity in the public sector with regard to similar jobs. The obligation to respond to the increasing severity of the problems presented by clients, the persisting resource deficiencies compounded by the longstanding experience of equity concerns, appear to be associated with very high levels of dissatisfaction and burnout among social work professionals. In certain cases, social workers have presented with very serious and life changing medical outcomes. To date it has not been possible to discover definitively any causal relationship. However, there is some evidence of association that is emerging.

The current reality seems to reveal little or no attention in the literature concerning work stress among social workers in the Caribbean. This paper therefore aims to present the results of a research project that targeted medical and psychiatric social workers in Trinidad and Tobago. The findings are indicative of high levels of stress as measured by two instruments that have been extensively with similar populations internationally. The paper presents some preliminary recommendations for corrective action but of greater importance is the need to stimulate and broaden the discussion among practitioners and students in the Caribbean.

Enabling Hope: A Practitioners' Code of Ethics For Working With persons Living With HIV/AIDS

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In 2005, UNAIDS estimated that between \$14.1 billion and \$18.8 billion would be required for low and middle-income countries to address HIV/AIDS in 2007. Further increases are expected in the years ahead as the numbers of persons infected continues rise. In 2004, the OECD estimated that some \$6 billion was allocated to combat HIV/AIDS including approximately \$3.7 billion from international sources such as the Global Fund to Fight AIDS, Tuberculosis and Malaria.

Increased funding, although necessary is not a sufficient response to the burgeoning numbers of HIV/AIDS cases in the region. In 2001, Trinidad and Tobago implemented a study on the quality of care for People Living With HIV/AIDS (PLWHA). This study pointed to several factors that led to inefficiencies in the system of care for affected persons and their families. The study found that gaining consent for testing, partner notification, and follow-up were not common practices; lack of confidentiality and fear among health professionals was high, and integration and the linkages between health institutions and community resources to ensure a continuum of care for PLWHA were weak.

In July 2006, participants in a HIV/AIDS workshop with health and social service practitioners in Belize (a country where PLWHA represent 2.5% of the population) expressed similar concerns. Workshop participants also noted that PLWHA often receive multiple referrals rather than responsive services as their needs are consistently and systematically ignored or unassessed. Workshop participants agreed that the inefficiencies

embedded within the system of care, while often attributed to lack of funding, are also related to the misalignment between practitioners' personal issues (values, fears, self-identity, and knowledge) and their professional responsibility to respond to the needs of PLWHA.

According to the *CAREC HIV/AIDS/STI Strategic Plan, 2001-2005*:

For the Caribbean, at this stage in the HIV/AIDS epidemic, strengthening the capacity of countries to respond and improve care and support of PLWHA is one of the most important priorities facing this region. Since persons infected with HIV are the source of the epidemic, improvements in programs of testing, counselling, follow up and care, combined with measures to increase acceptance and decrease stigma, will impact positively on prevention.

This paper discusses ways to enable social workers and HIV/AIDS practitioners to manage their professional responsibilities and personal issues and provide a comprehensive circle of care for PLWHA and their families. This paper concludes with proposing the adoption of a code of ethics for practitioners working with PLWHA.

Impact of Substance Abuse and its Associated Risks on the Lives of Female Commercial Sex Workers from Downtown Georgetown

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Commercial Sex generally is closely associated with the abuse of drugs and Guyana is no exception to the rule. In some instances drugs are used by those involved in commercial sex as a means of seeking to maintain a drug habit while in other instances, drugs are used to cushion the effects of sex work. As a result sex workers consume both legal and illegal substances, in amounts deemed to be harmful to self and society.

The abuse of drugs inhibits the ability of individuals to think and act rationally hence, the likelihood of the spread of sexually transmitted infections (STIs) through unsafe sexual practices, is always a threat. Statistics in Guyana reveal that approximately 45% of the population sex workers is HIV infected. Thus, the importance of seeking to ascertain the extent to which drug abuse impacts the rate of HIV and other sexually transmitted infections, among commercial sex workers is established. This will inform additional programmes to appropriately address the specific issues identified.

This study has a gender bias since it was done as a Feminist Research. Thus it focuses on Female Commercial Sex Workers.

Female Commercial Sex Work is recognised as a global phenomenon which is quite persistent among impoverished women who are marginalised by patriarchal societal ideologies, institutions and cultural practices. Female Commercial Sex (prostitution) is mislabeled by patriarchy as the oldest profession, suggesting that it is an inevitable

practice for women. As such the woman (“prostitute”) is known while her customers (men) are the least known since they require and expect their identity to be kept a secret.

This paper focuses on the fact that the abuse drugs of by Female Commercial Workers from Downtown Georgetown, has very devastating effects on them as individuals and adds to the social problems in society. Special emphasis is placed on gender inequality in society which facilitates economic impoverishment inter alia, thus fueling to a large extent the commercial sex trade. The fact that the abuse of drugs plays a primary role for those who are involved in the sex trade to maintain their habit also forms a major area of focus in addition to those whose abusive consumption is of a secondary nature since it forms a soothing barrier to their engagement with multiple sex partners.

The need for more comprehensive programs to address the socioemotional and economic needs of members of this group is strongly recommended.

Sondai Panel2

Intersectionality, Children’s Rights and HIV: The Case of Street Children in Trinidad and Tobago

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Key terms: child/ren, risk, vulnerability, resilience, HIV-AIDS, CRC (United Nations Convention on The Rights of the Child), intersectionality

Introduction - This paper examines the social epidemiology of HIV-AIDS within a Caribbean context and the specific ways in which children are affected. In particular, the paper explores the ‘nature’ of risk and vulnerability among especially marginalised children: street children.

Method - Literature on HIV-AIDS in the Republic of Trinidad and Tobago was reviewed and semi-structured interviews with 44 key informants were subject to intersectional analysis (feminist theory) in order to explore the ways in which social marginalisation gives rise to particular risks and vulnerabilities.

Findings - Despite advancements in children’s rights and comprehensive prevention, testing and treatment programmes, stigma, discrimination and social marginalisation intersect to limit rights and access to services of children affected by HIV-AIDS. The findings suggest that universalising (hegemonic) discourses on risk, vulnerability and rights may be too limited a basis for social action and that the intersectional analysis of experiences of childhood and marginalisation provides a more cogent means of uncovering the nuanced ways in which the rights of some children get overlooked.

Policy and Practice Implications - Although situated within a development paradigm¹, the paper charts paths for debates on children’s rights that are more widely applicable and which may be more appropriate for addressing the needs of especially marginalised

children especially within developing countries.

Accessing HIV Treatment: The challenges facing People with Disabilities in Trinidad and Tobago

Author: Maharaj, Priya

This study evolves from the position that disabled persons are at risk of getting HIV and disabled persons with HIV-AIDS require special consideration. With regard to HIV-AIDS, there has been little acknowledgement that disabled people may have specific needs or that information on prevention and services for testing and treatment may need to be adapted to ensure they are fully accessible to disabled people. At the societal level there appears to be a general assumption that disabled people are less likely to be sexually active than non-disabled people and are at decreased risk of contracting the virus although there is no evidence to support either of these positions. There have been no education programmes or publicity campaigns on HIV-AIDS which either feature disabled people or specifically target their concerns. This paper explores the realities for People with Disabilities who are HIV positive in Trinidad and Tobago.

Lessons from South Africa - A Comparative study of the Role of the Social Worker in ARV Rollout in Trinidad and South Africa.

Author: Rogers, Tracie

This paper discusses the social work contribution in ARV rollout in both countries. The author reflects on the experience of post-graduate social work practicum in South Africa and discusses the similarities, differences and challenges which exists for social workers in Trinidad and South Africa.

National Trends in HIV Prevention Risk Behaviour Among African American Females.

Author: Cornelius, Llewelyn J, Kieva Bankins & Lydia Cornelius

With African American and Latino women currently comprising the fastest growing population of new HIV infections in America, and with over half of those infections resulting from heterosexual intercourse, it is safe to say that the disease has transcended culture, sexual orientation, and gender. African American women accounted for over half of the new HIV/AIDS diagnosis in 2002 making it one of the three leading causes of death for African American women ages 35-44. This study draws attention to the demographic shift in the population of infected African Americans from young, low-income, unmarried homosexual, and injecting drug users to female, heterosexual, higher income and older persons.

Methods/approach-This study uses data from the 1995 and the 2002 National Survey of Family Growth, sponsored by the National Center for Health Statistics, to examine the patterns of HIV related risk behavior among African American females.

Description of argument/results-This study found that in 1995, 34.4 percent of the African American females had indicated that their partners never wore condoms for disease protection, while that rate declines to 26.5 percent in 2002. This finding is curious since there was a dramatic increase in HIV infection among African American females during the same period. While condom use increased, during the time under investigation, so did the number of sexual partners. In 1995, 23.8 percent of the African American females had seven or more lifetime sexual partners, while 30.4 percent have seven or more lifetime partners in 2002. In 1995 nearly 30 percent did not have any sexual education in birth control methods, sexually transmitted diseases or abstinence from sex. In addition, African American females who had partners who did not wear condoms for disease protection in the last 12 months were less likely than those who wore condoms at least some of the time to perceive that they were infected with HIV (21.1 percent versus 33.1 percent). These risk factors were not only prevalent among the urban, low-income African American females with fewer years of education, it was also prevalent among educated, married, middle to upper income African American females who lived in smaller cities and suburbs.

Conclusions/recommendations.-These results highlight the need for HIV prevention strategies that cut across socio-economic class, gender, sexual orientation and place of residence. It suggests that prevention strategies should be specifically tailored to address issues that are more likely to arise within this population such as relationship dynamics between men and women as well as issues regarding negotiation around sex. In addition it highlights the need to tap into the resiliency in the African American families that are doing well in avoiding HIV infection.

Converging epidemics; Intimate partner abuse, drug abuse and HIV risk behaviours among women receiving emergency care.

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Intimate partner abuse, drug abuse and HIV risk behaviours have been linked as intersecting problems among different populations of women, including women seeking care in Emergency Departments. Although large numbers of abused women receive care in EDs, women with HIV and other sexually transmitted diseases constitute a larger percentage. Research has reported a higher prevalence of STDs among women attending EDs than in populations of women seeking non-emergency treatment. While Studies in North America have begun to unravel the prevalence of IPA, drug abuse and HIV risks, it remains an unexamined area in the Republic of Trinidad and Tobago. This study aims to fill that gap by describing the experiences of women in IPA relationships who used EDs and to highlight the need for promoting and improving hospital-based research.

Through printed and verbal advertisements, fourteen women were recruited from three major hospitals in Trinidad. Results show that women experience a wide range of abusive behaviours that have serious physical and emotional consequences. The results also show that women in abusive relationships are at risk for abusing alcohol and other drugs, that their partners abuse alcohol and other drugs and coerce them into selling sex for drugs or

money. Due to fear of the abuser, women were unable to suggest condom use as a form of HIV protection even when they suspected their abusers had multiple partners. The results show that a few women were able to suggest condom use only as a birth control method and even then, abusers thwarted their efforts.

This research on IPA, drug abuse and HIV in EDs provides a springboard for developing culturally appropriated intervention and prevention programmes for addressing these three epidemics in Trinidad and Tobago.

A model program for increasing treatment access for African American women who use crack cocaine and are at risk for contracting HIV

Author: Samuel Okpaku, M.D., Ph.D.

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Description: In the United States, the threat of HIV/AIDS to African American women's health has become the focus of much concern. This paper describes a federally funded community-based program that provides services to African American women at risk for HIV/AIDS in the south. This program provides a culturally relevant set of interventions specific to crack cocaine users aimed at reducing substance use and HIV/AIDS risk behaviors. The model is important to the continued development of culturally relevant interventions that are vital to the stemming the disproportionate rates of HIV/AIDS within the African American community by ensuring treatment access to all populations.

Methods: One hundred and seventy-five individuals completed initial interview at intake and follow up interviews six months later.

Results: Statistically significant improvements were found in reductions in substance use and economic stability, improvements were also documented in HIV risk behaviors and mental health status.

Conclusion: The model is important to the continued development of culturally relevant interventions that are vital to the stemming the disproportionate rates of HIV/AIDS within the African American community by ensuring treatment access to all populations.

Correcting Child Welfare History: The Inclusion of African American Women, Children and Families

After studying child welfare for the past 25 years it dawned on me to ask myself the question what have I learned about the early contribution of people of color, specifically African American (AA) people to child welfare history? This sparked my interest in reading biographies of AA women before 1874. I chose 1874 because everything that I have read starts child welfare history with the Mary Ellen Story. Mary Ellen was a little girl physically abused by her foster mother. Her case was taken to court, and the rest is history – except that child welfare history started well before the Mary Ellen case.

While there are some writers who are beginning to correct the myth of child welfare history, I have yet to read about the inclusion of people of color. This is important research not only for its academic value but also for its historical value to African Americans. Their stories should not be confined to African American studies. They need to be integrated into other disciplines so that people can learn more about African American history as it relates to American history. This presentation is meant to counteract present stereotypes of single African American women as unfit mothers who do not care for their children. This presentation will document the stories of black women who have historically advocated and fought the system on behalf of their children. While this information is documented in slave narrative, biographies and African American studies literature even some historical documents, it is not documented as part of child welfare history. I think it should be noted that historically black women have been trailblazers in seeking protection of their children in the United States and abroad.

The overall purpose of this presentation is to attempt to correct, add to child welfare history and be a voice for those women who are unable to tell their stories. As we become a more global society it is imperative that this generation of social worker and students be given information that truly represents a global perspective.

Target Audience: Social Work Students, Social Workers, Child Welfare Practitioners, Administrators, Juvenile Court Personnel and anyone serving child welfare clients

Stress: It's Worse Than You Think. Stress Management for Human Services Professionals

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1992 UN report called Job Stress “The 20th Century Epidemic”- the World Health Organization called job stress a “World Wide Epidemic.” Job stress is estimated to cost employers billions of dollars as assessed by absenteeism, diminished productivity, employee turnover, accidents etc. Stress has become the number one malady of our time. The effects on our health, productivity and quality of life are devastating-more devastating than people have realized. Many people have simply adapted to stress in an unhealthy way, resigned to thinking it’s “just the way it is.” Unfortunately, unmanaged stress has created pandemic in anxiety, depression, anger, distrust, rejection, task avoidance, headaches, upset stomach, sexual dysfunction, eating problems, insomnia, ulcers, high blood pressure, heart disease etc. As human service professionals it is just as important to take care of ourselves in order for us to take care of our clients. Since stress is here to stay, everyone needs to develop methods for removing or reducing the sources of stress.

The workshop will offer participants an overview of stress, stress reduction methods, coping skills, cognitive behavioral techniques and stress busters. Participants will be

provided with an in depth-stress assessment and the interpretation and examination of the score.

Engaging Families in Substance Abuse Treatment: A Strengths Based Systemic Approach

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Families are a fundamental form of support for anyone in recovery from substance abuse challenges. Families can also be an essential ally in the treatment of the substance abuser. Yet many helping professionals, including social workers, maybe intimidated to involve families either through fear of managing family based interventions or a lack of skills to use families as a modality for treatment. This workshop seeks to assist practitioners in conceptualizing/understanding families in relation to substance abuse; engaging family members in treatment and helping families to challenge substance abuse. The workshop promotes a systemic and strengths based understanding of family dynamics.

Using the systemic and strengths based approaches the workshop begins to support the concept of change in a holistic manner, both in residential treatment and outpatient settings. The workshop specifically promotes the introduction of family work and the appropriate time for joining the family system. Areas to be looked at would be, (1) joining/engaging family members, (2) getting a more accurate family history, (3) clarifying information on the client, (4) providing insight into the context where substance abuse occurs and could potentially occur and (5) the development of the family connection as a resource for long-term care.

This workshop will be particularly useful for persons involved in residential or outpatient substance abuse treatment as well as professionals who may work with clients who have substance abuse challenges. The workshop will also be helpful for those interested in making substance abuse treatment more responsive to the needs of clients and their family support systems.

THEME: DISASTERS & CRITICAL INCIDENTS

Coping with the impact of violent crime in the English-speaking Caribbean: Psychosocial Issues and the role of Social Work.

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Increasingly, cities and townships throughout the English-speaking Caribbean have become sites for various forms of crime and violence. Individuals and communities in many of these countries have been faced with unprecedented levels of murders, drug-related gang violence, kidnappings and other emerging forms of crime. The causes of such violence are deep-rooted and complex and cannot be explained entirely by the universal Third World conditions of poverty and social deprivation. Likewise, the consequences of crime and violence have huge ramifications for the psychosocial well-being of individuals, communities, and the Caribbean region. It has been variously documented that victims of crime and those who live in high crime neighborhoods are likely to experience a substantial increase in psychological distress, reduced sense of personal mastery, failing health and a host of other psychosocial maladies.

Despite these concerns, the psychological impact of widespread violent crime in the English-speaking Caribbean has not been given much attention. This article explores the effects of crime on the mental health of individuals and families, the ways in which individuals cope and the role of social work in addressing the problem within the context of a resource-limited environment.

This study utilized both open-ended and structured questions. Using a snowball sampling approach, a non-probability sample of 64 was selected, with 30 respondents from Jamaica and the remaining 34 from Guyana. The findings show that the vast majority of respondents acknowledged the serious nature of violent crime and the pervasive negative impact on their personal and social relationships. Further, respondents have developed various coping strategies including lifestyle changes. Of particular significance, it was found that many expressed feelings of depression, frustration, anger and helplessness relating to criminal victimization or the threat of violent crime to themselves, family and friends.

Drawing from these findings, the authors provide critical information in the areas of adaptation and emotional health resulting from exposure to violent crime. Finally, they examine the role of social work and allied professions in responding effectively to this problem in order to assuage the impact on the mental health of the affected population.

“In their own words” Art Therapy as an Intervention Tool for Caribbean Children exposed to Violence: Case Studies of Jamaica and Trinidad.

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Introduction

This paper is a qualitative report of the impact of violence on children and adolescents in Jamaica and Trinidad, as shown through the art and narratives of the children themselves. The study used a descriptive/exploratory research design to test the effectiveness of the use of the visual arts, (Namely drawing, /painting an sculpture and the performing arts (namely drama through puppetry) in assessment and intervention with children who had been exposed to violence in its various forms.

Methodology

The subjects of this study were taken from a purposive sample of 200 children’s drawings and the observation of children’s activities in Kingston Jamaica, and similar drawing and actives of 200 children in Trinidad who attended a summer camp in each country. The summer camps were for children who had been exposed to violence in their homes, school and communities.

The children were matched for socio-economic status and other demographic features such as age and gender. Children in Jamaica were part of a project funded by the USAID and PERF (The Police Executive Research Forum), a Washington –based NGO. The Children were selected by guidance- counselors and teachers from violence-prone communities in the Grants Pen/Barbican, and Red Hills Road in Kingston Jamaica. The camp in Jamaica was held in the summer of 2004. The children in Trinidad were drawn from violence- prone communities in Laventille, Morvant, and a range of communities along the East-West corridor. The children and adolescents in Trinidad attended a youth camp organized by the Ministry of sport and Youth Affairs. The children were referred by the Ministry of Education staff in the different communities. The camp in Trinidad was designed and structured to use the same model and core staff used in the Jamaica camp and as took place in the summer of 2005.

The use of art was part of a directive assessment technique used in play and art therapy where children were asked among other activities to draw a picture, which expressed the phrase “What does Violence Mean to Me”. All the children’s drawings and activities were done by the children themselves when they were referred for counseling by camp counselors in the different camps. The other activities used involved the use of puppetry and role play as well as sculpting and sculpture , using play dough..

Findings

The types of violence expressed by the children were grouped in to three categories violence in the Home, Violence in School and Violence in the Community. The children in Jamaica showed a predisposition to drawings which expressed sexual violence in the home. Their narratives however were focused on expression about violence in the community, including the effects of natural disasters such as a hurricane.

The drawings from the children in Trinidad expressed more of their feelings about violence in the society. This however could have been due to the timing of the camp which came directly after the bombing incidents in that country. a few weeks before. Children in Trinidad also spoke about community violence in terms of the kidnappings and abduction of children whereas children in Jamaica expressed less of this. This descriptive/exploratory study also points to measurement systems that can be used by Caribbean practitioners to assess art and drawings used by children generally, and can point to specific areas of intervention that need to be the focus of attention in treated children exposed to violence

Although this was a descriptive study the researcher is presenting the children's art as it and narrative as a valuable [piece of qualitative data which captures very graphically the impact of violence]has had on children in the Caribbean at this point in our region's history. This descriptive pieces of work was then used to do a more detailed studies regarding the effect that the various forms of violence are having on the development of dysfunctional behaviour in the children studied. The findings showed interesting disparities in the degrees of behavioural problems in the two groups studied and in the case of Jamaica showed trends in the development of behavioral problems vis a vis demographic variables such as age group which has major policy implications for intervention and policy development for the region's children as a whole.

Post-Katrina New Orleans: Post-Traumatic Stress Disorder (PTSD) and the Need for Social Work/Education Interventions.

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This presentation will address the thematic area of disasters and critical incidents. One of the most devastating disasters of the Twenty-first Century hit the City of New Orleans, Louisiana on July 29, 2005. The infamous Hurricane Katrina has caused much havoc to the lives of the people and on the infrastructure of one of America's most popular cities. Thousands of displaced citizens of New Orleans are dispersed throughout the United States and wanting to return to their beloved city. Many of those persons who have returned to rebuild, find themselves living in ten by twenty feet trailers, and waiting on the assistance of a seemingly uncaring governmental agency known as the Federal Emergency Management Agency (FEMA). The mental health diagnosis, of persons who have experienced a traumatic event and exhibit maladjusted behaviors, found in the Diagnostic and Statistical Manual (DSM-IV-R) would identify many persons from the aftermath of Hurricane Katrina as Post-Traumatic Stress Disorder (PTSD).

In this presentation a Pre-Katrina 2005 historical overview of New Orleans will be shown. The African-Franco and Creole-Caribbean influence of New Orleans, Louisiana will be revealed, sharing some of the cultural aspects, such as seen in the language, architect, food, and its diverse population. Further, this presentation will highlight the evacuation of New Orleans Post-Katrina July 29, 2005, revealing how displaced citizens were dispersed throughout the United States. The displacement of persons from their

homeland and separation of families has often been equated to displacement of enslaved African Americans after the American Civil war of the 1860s.

Nearly two years Post-Katrina, rebuilding of previous African American communities of New Orleans has been at a “snail’s pace.” The stately mansions of Uptown and most commercial buildings of the French Quarter and the Superdome and other sports structures Downtown are restored. But the housing for many African Americans communities has been relegated to “FEMA” trailers, which domiciles sometimes up to six persons or more. Public housing, where many persons of the “service industry” resided Pre-Katrina has been literally boarded up. Three major Historical Black Colleges and Universities (HBCUs) Xavier, Dillard, and Southern University at New Orleans (SUNO) are struggling to return to their Pre-Katrina stature.

In summary, to further perplex and frustrate the African American citizenry of New Orleans, there has been an influx of an often undocumented Hispanic population. In addition, drug and alcohol use is on the rise. Crime is out of control. Stressors are high. Death and despair is common. Without adequate medical and mental health services or interventions, PTSD goes unchecked. Social worker and education interventions are desperately needed to assist in the rebuilding of New Orleans.

Critical Incident Stress Management: A Master Of Social Work Student Program Designed to Address Issues of Secondary Traumatization Among Disaster Workers.

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This paper presents a Critical Incident Stress Management Program (CISM) that is designed to anticipate and mitigate the emotional impact of external and internal critical incidents upon individuals and groups who deliver disaster recovery services.

In response to the growing needs experienced by disaster workers in a national disaster processing service center, the School of Social Work developed and implemented a graduate student social work program to augment the existing Disaster Stress Management Program. This comprehensive program provides for the immediate and sustained responses to assist disaster workers in effectively minimizing the emotional detriment of stressful incidents, resulting from interactions with disaster victims. Disaster workers have the potential to experience secondary traumatization as they listen to the pain and losses of disaster victims, work long hours and extended work periods.

The program is a structured, peer driven, clinician-guided and supported process, designed to provide intervention to address disaster mental health issues. Emphasis is placed on individual peer support for immediate action and specialized individual and group support, assessment and referral is provided by MSW students and a licensed stress management clinician who also supervises the students.

The graduate students participate in an orientation to the agency's disaster service delivery program and assist in providing stress management services. Additionally, the students augment the stress management program by presenting seminars and assisting staff to develop more effective responses to critical incidents through event briefings, interventions, debriefings and defusings.

In The Aftermath of a Disaster: Stress, Trauma and Coping.

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Disasters and life crises whether large or small – earthquakes, floods, hurricanes, landslides, diseases, wildfire, terror attack, plane crashes, death, divorce, loss of a job, homelessness etc. - seem to happen throughout our lives. In the wake of these events many seriously traumatized people can be found struggling to recover from their losses and rebuild their lives. Disaster Mental Health (DMH) is a growing field practice designed to help the victims and the workers who rush to their aid, learn to effectively cope with the extreme stresses they will face in the aftermath of traumatic life events. The goal of DMH is to prevent the developing long-term, negative psychological consequences of the event such as Post Traumatic Stress Disorder (PTSD). This presentation will provide an overview of DMH principals and skills. The presenter will provide participants with critical information about how to provide support to survivors, their families and disaster responders in the immediate aftermath of human-and natural-caused tragedies and crises.

Perspectives of Disasters and Critical Incidents: Implications for Counseling and Innovative Practice.

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This presentation will address the central elements of disasters and critical incidents services that are provided to those who are experiencing trauma. Attention will be given to the assessment of victims of disasters and critical incidents and the counseling services provided to them. Succinctly, the presentation will undertake a holistic approach by providing a discussion of the psychological, physiological, interpersonal and spiritual forces that impact the perceptual world and functioning of persons who have experienced a disaster and/or critical incident. Moreover, emphasis will be placed on the individual and collective experiences of persons who have survived a disaster or critical incident. The goal of this effort is to provide social workers, counselors, psychologists and other helping professionals with a conceptual framework and helping skills to effectively assist those in need of disaster and critical incident assistance.

Space, Psychological Process and Natural Disasters: Studies in Resilience from Grenada.

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Perhaps the most potent singular impact of a natural disaster such as a hurricane, is the swift and marked alteration of spaces – spaces in which people live and work, community spaces and iconic spaces. Within a few hours of Hurricane Ivan, the Grenadian landscape was devastated resulting in major alterations in these life spaces. This paper argues that space is an often underestimated dimension of the exploration of the response to disasters. I present the findings of a qualitative research study which explored people's interpretation of these spatial changes, the meanings that people gave to these alterations and their emotional responses. These psychological processes and space elements are examined in relation to people's interpretation of how they were able to be resilient in the post hurricane period.

The Role of Spirituality in Coping with Natural Disasters in the Caribbean

Authors: Ring, Karen A. MSW, LCSW & Sharen Carmichael

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This paper presents a qualitative study of the role spirituality and religion play in coping with the effects of natural disasters. The study focuses on persons from two Caribbean countries recovering from the crises of physical and emotional upheaval. A previous study in Montserrat identified religious coping as the most effective and consistent behaviour for many of the study's participants in coping with displacement and losses due to the volcanic eruptions and activity over the last six (6) years. Researchers in other fields have reported the effectiveness of helpful forms of religious coping for some people, as well. Persons from Grenada are also interviewed about how their spirituality and religious beliefs and practices assisted them in their coping with the effects of Hurricane Ivan. The results are expected to indicate that persons with a greater sense of spiritual support often experience more positive outcomes. However the study explores aspects of spiritual and religious coping and resiliency reflective of Caribbean people.

The Social Worker - Going The Extra Mile.

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This paper incorporates a number of cases aimed at illustrating/highlighting the work of the social worker.

People external to the social work profession seem not to understand or appreciate many of the general aspects of our work and the holistic approach subscribed to. As a consequence, they are not supportive of us. If the social worker does not enjoy the

support of colleagues and the public at large, the interests of the clients will not be properly addressed.

Six cases will be presented and the presentation will draw attention to four of the standard techniques/approaches that are utilized in the social work profession.

These are:-

1. The Genogram – This is a graphic depiction of trans-generational family patterns over three or more generations.
2. The Ecomap – This is based on the systems theory and identifies and employs systems, such as family members and friends, to bolster the client and facilitate/sustain recovery.
3. Time Line – This line is a graphic representation which identifies significant events/incidents in the client's life which could be contributors to his/her pathology and deterrents to recovery.
4. Pro-life Contract – seeks to commit the client to seeking help as opposed to resorting to self destructive 'problem solving' methods.

It is a recognizable fact that the social worker uses tools/approaches from varied conceptual frameworks. Some of these will be utilized in each of these cases. There is, however, a fifth ingredient which is common to all the cases - it is the social worker's ingenuity, dedication, resourcefulness, and commitment as is exemplified in my title – 'Going the Extra Mile'.

Curtain Call: Interweaving Psycho-social and Theatre-in-Education Processes in addressing Issues of Trauma in Social Work practice
Author: Holder-Dolly, Jennifer

This workshop will demonstrate the use of culturally relevant practices in working with groups of persons sharing a similar traumatic experience. I argue that a particular challenge for social workers in the Caribbean is finding forms of practice that are consistent with the cultures of the Caribbean. I propose these innovations for consideration in expanding the repertoire of practices used by the Social Workers. Using playback theatre, games and mini discussion groups, this workshop takes as its point of departure similar work done in post hurricane Grenada to address the psychological impact of the hurricane in rural communities. Participants will experience these innovative processes first hand and have an opportunity to explore and discuss the use of these forms in practice in a range of situations.

Exploring Children's Perceptions of Natural Disasters (Hurricanes) and the use of Drama-in-Education Techniques to Increase Resilience: A Study of Children in Grenada.

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On September 7, 2004, Hurricane Ivan left the island of Grenada devastated. Less than a year later, the country was hit by another hurricane, Emily. Natural disasters can be especially traumatic for children and young people. The experience is frightening, and the devastation to the familiar environment can be long lasting and distressing. Often an entire community is impacted, undermining a child's sense of security and normalcy. While stress and the ways in which adults cope with it has received much attention, little is known about children in this area. This is indeed true for Grenada and the wider Caribbean region. Information from children's perspectives is therefore important in understanding how they experience natural disasters and further, to use that information to develop policy and programmatic responses that are relevant to children's geographies and specific to their contexts.

Using the frameworks of Action Research, Grounded Theory and Child Centered Research Methodologies, this qualitative study sought to:

- Investigate perceptions of natural disasters from children's perspective
- Explore the meanings children give to the concept of disaster preparedness
- Enhance resiliency in children.
- Give children a voice.

The methods employed in this study used the games and processes of Drama-in-Education to help children to use their innate "language" of drama and dramatic play to disclose, explore and expand their understanding of their perceptions and experiences around living through a natural disaster (Hurricane Ivan/Emily), to reflect on their particular experience and circumstances, to make sense of their world in a deeper way, to teach them new coping skills and problem solving strategies in relation to dealing with the stresses that can be associated with experiencing natural disasters and to help them find more appropriate ways of transacting with their world and life space.

The study found that children are amazingly resilient and often draw on elements within their environment in finding ways to cope. There are several implications for practice. These include the importance of using different methodologies, recognizing children's strengths and understanding their experiences as having validity.

Key words: Natural disasters, Child/Children, Drama-in-Education, Resilience, Normalcy, Perception, Preparedness

Historical Development of Social Work in Saint Lucia - Contributions and Challenges

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This paper discusses the historical development of social work practice in Saint Lucia, its contributions and challenges. The first part of the paper will present the development of social work in four historical waves, namely the Primitive Waves, the Formative Waves, the Developmental Waves and the Professional waves. The second part shall focus on the contribution of social work to national development. The third part will put emphasis on the challenges and direction of social work practice in the Caribbean context, particularly in Saint Lucia.

Social work is a profession of many faces. Its main objective is that of helping individuals, families, groups and communities enhance their psychosocial functioning. Social work uses a multiplicity of practice methods to achieve its mission of empowering persons who are vulnerable, oppressed and living in poverty. The origin of social work can be traced from a combination of perspectives, namely; sociological, political, economical, philosophical, anthropological and religious. However, the evolution of social work in Saint Lucia and the Caribbean remain restricted to their religious and political foundations.

The historical development of social work will be presented in four historical waves. The first is the Primitive Waves which encompass the socio-cultural values and practices of the first inhabitants. The second wave is the Formative Waves characterized by the meager welfare provisions during the dark ages of slavery and colonization. The third wave is the Developmental Waves which began from post colonization to pre independence. The fourth is the Professional Waves beginning from post independence to the present.

Throughout the history of mankind, the church, family and community have used philanthropic activities to alleviate the plight of those who experienced social problems. However, such charity works do very little at the level of self-empowerment and sustainable change. Governments have also made an enormous contribution at improving the quality of lives of its people. However, it is the social worker through the various fields of practice that work directly with the poor, sick, vulnerable and oppressed toward assisting them regain equilibrium by developing new resources in ways that reduce tension and achieve mastery of their problems. Unfortunately, it has not always been possible to quantify the economic value of the work social workers do with dysfunctional families, child abuse, marital conflicts and domestic violence among others. Thus, this paper shall highlight the contributions of social work to national development.

In an attempt to discuss the challenges of social work, a number of questions will be explored. Is the social work profession ready for the challenge of promoting an equitable society within the global village? Are we ready to serve the multi-racial and diversified cultural groups that are beginning to visit and work in our shores? Do all social workers have access to information technology and use it to advance their knowledge base and practice? Have we developed an indigenous theoretical model/s for social work practice in the Caribbean? Another challenge is to identify how social workers can creatively respond to the poverty needs of its clients. Millennium developmental goals dictate that 20% of all programmes must be in the area of social programmes. How can social workers lobby for such global milestones? Another challenge is to consider possible ways to meet the shortage or trained social work practitioners. Is there an association of social workers to recognize, promote and enhance the profession? Given the increase in reported cases of child abuse, HIV/AIDS, do social workers have the clinical skills to efficiently conduct assessments and treatment?

Notwithstanding, the fact that social work does not receive the same respect as other professions, it will forever remain an empowering profession that will touched the lives of many.

Community Benefits Of A Multi-Purpose Regional Complex; A Case Study Of The Black Rock Community In Tobago.

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Community Based Organizations (CBOs) play a significant role in the development and vitality of neighborhoods and societies. As such, the business of CBOs could be viewed as social entrepreneurship. Social entrepreneurship, through its philosophy of results-based methods and its goal of social transformation will both enhance and impact the sustainability of a CBO.

The main purpose of the study was to assess the capacity of the Black Rock Multi-Purpose Complex (BRMRC), as a CBO to emerge as a model for best practice for development, through social entrepreneurship in Tobago. An objective of the study was to consider the type of leadership that was required to carry the organization towards achieving empowerment and sustainable development. The socio-economic and political dynamics that influence the community were also examined. The BRMRC is well poised to effect change for sustainable development within the environment it serves. At present, it serves the people of Black Rock and its environs.

The ecological systems theory as posited by Leiter and Webb (1983) was used as the overall theoretical framework through which models of community intervention were examined. Other theories and approaches used included Human Relations by Kirst-Ashman and Hull (2001), Organizational Development by Greiner (2006), and Rothman, (1995).

The research design was a qualitative case study which employed participatory action research methodology. Individual interviews were conducted with two members of the

board of management and four residents of the Community. The sampling methodology was non-probability purposive convenient sampling. Semi-structured questionnaire containing fifteen open-ended questions was administered to fifteen members of the Community and Board of Management. Further a questionnaire with ten open-ended questions was administered to two focus groups consisting of ten and six participants respectfully who were users of the complex. Face to face interviews were conducted with the manager of the Complex and two members of the community. Other instruments used included Asset Mapping, Audio and Video taping.

The findings of the study revealed that the organization had the potential to emerge as a model of best practice for development through social entrepreneurship in the island of Tobago. There was some level of social entrepreneurship already existing at the BRMRC and the Board of Management had developed a strong value stance for identifiable skills, to assist organizations in managing their own affairs. However, as the management and coordination of the activities of the complex became more challenging and complex, the capacity of the administrative staff needed to be strengthened to effectively function within the social entrepreneurship model. Strong leadership within the community and Board of Management were two attributes that were evident in the findings. Additionally, the community based collaborative network approach, used by the Board of Management of the Complex was quite effective in bringing to the fore the views of all groups within the community.

This study is the first of its kind to be done on the island of Tobago and it is therefore hoped that the knowledge gained could be effectively used as a precursor to future studies, relative to the sustainable development of communities. The data collected could also be utilized to identify critical business drivers for the organization and provide links to the principles of social entrepreneurship which could contribute positively to the creative and innovative efforts of the Board of Management.

Critical Reflections on a Workplace Training Project in Trinidad and Tobago.

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This paper is a critical reflection of my involvement in the development, delivery and evaluation of a training program offered to 40 employees of an agency entitled “Effective Environmental Systems” based in the Republic of Trinidad and Tobago.

The training program grew out of the recommendations of a study undertaken by the School of Social Work at the University of the West Indies, St. Augustine campus. Generally, the study indicated that there were a number of personal and social impediments which negatively impeded the productivity and interpersonal relationships of these 40 employees. The study noted that to develop their work ethic and to enhance their career aspirations, training aimed at organizational behaviours needed to be offered to these employees.

The training offered participants knowledge and skills in: self development; effective communication; team building; problem solving and conflict resolution. The program was offered over 2 8-week periods at the end of which participants attained a certificate indicating their attendance and engagement in the process of learning and teaching. Further an evaluation of the impact of training was carried out by faculty members of Ryerson University, Canada.

My reflection includes the evaluative outcome and statements by participants, the training instructor and manager of this agency, all of whom strongly indicated the beneficial impact of this training on participants. Added to the positive comments and endorsement of this program, they all strongly recommended that such training programs continue be expanded to other workers with similar needs.

Indubitably, there is a positive and meaningful role for the profession of social work in undertaking such training initiatives. However, on reflection, the paper posits a number of questions. First, the paper frames these question within albeit a limited knowledge of the historical and contemporary issues of the structural problems of a neo-colonial, neo-liberal, globalized and post-modern Trinidad and Tobago.

Secondly, the paper raises questions about the meaning and objectives of training: How salient is training in the face of the socio/economic/political/cultural context which produces impediments to people's lives? Should training be focused only on knowledge and skills acquisition? Is training meant to change individuals? Can training empower individuals to address larger social issues that affect their daily lives? Importantly, how can social work utilize training as a vehicle for supporting personal and social change?

An anti-oppression/structural perspective in social work encourages and supports the need to address structural change and to link personal issues and needs to larger structural issues. As a critical reflective paper, I hope to engage in a discussion that deepens my understanding of the ways in which anti-oppression/structural approaches in social work have been/are or can be undertaken at both personal and societal levels in the Republic of Trinidad and Tobago and the ways in which such approaches can be applied in training initiatives.

Poverty Reduction And Social Work In The Caribbean

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Outside of Sub-Saharan Africa and East Asia, Latin America and Caribbean has the 3rd highest incidence poverty in the world. International definitions of poverty and reports validating the measurement of poverty indicators tend to over-emphasize the economic component of poverty-reduction. Similarly, development works often comprise a cadre of programs, which strive to strengthen the economic competitiveness of individual countries in the Caribbean and the region as a whole. Whether its infrastructural works, nutritional and/or preventative health care efforts, or human resource capacity building

initiatives history has demonstrated the basis and overlapping goal of such efforts to be one of econometrics.

Although economic development improves material opportunities to escape the proverbial poverty cycle and economic development indicators the primary variables used for measuring a nations poverty status, it is ironic that the culture of poverty itself is defined in terms of a system of values shared by those on the margins of society. Within this context exist cognitively, emotionally and psychologically challenged humans whose personal and inter-relational capacity vis-à-vis their social environment negates the welfare potential of real economic growth because of an impaired capacity to constructively engage the social environment in a progressive and sustainable orientation.

The profession of social work in the Caribbean, while keen to uphold its traditional paradigm should not pride itself in remaining a static institution in the region vis-à-vis the profession's development orientation. Practioners, educators and other stakeholders must recognize and seize the opportunity to integrate the service delivery of this profession into the broader development context whilst maintaining indigenous principles justified by posterity.

Due diligence and merited efforts must be given to an examination of the opportunities within all levels of the profession vis-à-vis adding value to regional and local poverty reduction processes and to the sustainability of achieved social indicators of progress.

The Role of NGOs and Micro-Credit for Development

Author: Thomas, Rebecca, Leela

The purpose of this paper is to explore preliminary data on NGOs who facilitate income generation among individuals and women in Kolkata, India. Women in Kolkata, like other developing countries face gender inequality in the area of education, income, employment, health, decision-making authority, statues in the family, ownership of property, as well as access to, and control over resources (UN, 2000). In communities, where families are living with less and a dollar a day, micro-finance and income generation programs among self help development groups have become a means to reduce poverty.

“Micro-credit is a critical anti-poverty tool and a wise investment in human capital”. (Koki Annan, United Nations Secretary General 2006). Micro-credit is offered to women because (1) women are a better credit risk than men. (2) Women benefit from creation of a social network and increased level of empowerment, in addition to economic benefits. (3) The group structure offers a source of mutual support and collective courage otherwise nonexistent for most women accessing microfinance service and (4) Income directly and positively affects the health, of family members when controlled by women and earned in small regular amounts. (United Nations Population Fund, 2006).

Method: Interviewed NGOs in Kolkata regarding income generation schemes among women. An open ended instrument, consisting of 28 questions was developed and used at each interview. The interviews lasted for approximately 45 minutes. These projects

were scattered throughout Kolkata. Schedule appointments were made prior to each interview and was conducted at the location of each project site. These interviews were conducted from a January 8 -12, 2007.

Analysis: Each interview was processed immediately. The interview data was typed into field notes and primary and secondary themes were identified. Comparative analysis was used when refining the final themes across the sample. Comparing individual interviews assisted the researchers to assess models used, populations served, success of income generation models, and benefits to individuals and families.

Findings: Income generation programs are best developed and sustained when individuals involved in income generation have ownership of the project, and can develop skills and capacity building with the assistance of the NGO. Appropriate use of culture and technology for the development leads to flexibility, use of indigenous solutions and empowerment of small community groups. In addition, to generating income for their families the quality of life for the families are improved as evidenced by reduction of hunger and improved quality of health.

The significance of this project for social work education, especially in the Caribbean, as the global economy rapidly shifts and globalization occurs. This study will shed light on the need to develop alternative income generation projects where the rates of economic development are varied across populations. For persons living in extreme poverty, with multiple barriers to employment the study will identify the role NGO's play in poverty alleviation programs in Kolkata, provide examples of models used for the delivery of services and the usefulness of programs to: reduce food scarcity; educate children, improved health conditions and to increase gender equality.

Facing The Challenges Of Human Capital Development: A Justification For Career Development Education In Schools.

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In 2003 problems of indiscipline in schools in Trinidad led Ministry of Education officials to categorize some schools as "high risk" educational institutions. Research statistics also indicated that many of the students at these schools have not been acquiring or developing the skills, talents and abilities that are necessary to live valuable, significant and worthwhile lives.

Using a qualitative case approach, the study investigates the factors that influence the career awareness, decisions and choices of students at a "high risk" senior secondary school.

The researcher looks at the essential components of human development to make key recommendations.

Legislative Advocacy on Behalf of Immigrant Children.

Author: Hamilton Henry, Joyce MSW
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The U.S. population consists of over 300 million individuals of which 37 million are foreign born. The country is faced with the challenge of what to do about the influx of immigrants and particularly the over 11 million undocumented immigrants and their children. Strong opposition to illegal immigration has resulted in recent passage of a law to build 700 miles of fence along the border with Mexico to curtail further illegal entry into the United States. This is just one of many proposed policy solutions.

Since the 1960's, there has been an increase in immigrants to the United States from the continents of Africa and Asia, the Caribbean, Latin America, and Mexico as compared to the earlier history of predominantly white European immigrants. Historically, the United States immigration laws have been rooted in exclusion of nationalities that were considered different from the earlier white Anglo Saxon norm.

Each year, 65,000 children of immigrants graduate from high school but are unable to go to college because of their undocumented status. While the country debates the pros and cons of immigration, going to college becomes a dream for these children. The Development, Relief, and Education for Alien Minors (DREAM) Act was legislation proposed to the U.S. Congress to place these children on a path to legalization, citizenship, college and employment.

Eight states have passed legislation making it possible for the children of undocumented immigrants to go to college and pay in-state tuition. This workshop will focus on the process to get in-state tuition legislation passed in Connecticut; the concerns of policymakers and the general public; and strategies used to build support among a broad base coalition consisting of immigrants, faith based communities, and other advocates. The workshop will be of benefit to educators, policymakers, practitioners, advocates and immigrants.

This workshop fits with the conference theme of "Exploring Solutions For Our Time: Research, Education and Innovative Practice." It will add to the body of knowledge and discourse about the settings in which Caribbean immigrants reside and the myriad of challenges faced by documented and undocumented immigrants and their children.

Spiritual Support Group For Survivors of Domestic Violence.

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There have been a number of approaches to the development of domestic violence survivor programs. While the history of intervention programs for domestic violence survivors has included a number of frameworks and perspectives most have not included a spirituality focus. This workshop explores a feminist model of faith development and spiritual growth, developed by Maria Harris, as it applies to domestic violence survivors.

The seven steps: awakening, discovering, creating, dwelling, nourishing, traditioning, and transforming provide discrete themes for growth and exploration. The manual for the spiritual support group was developed by extrapolating the seven steps into experiential themes and activities for survivors who are becoming thrivers. An outline of weekly activities and program development suggestions will be offered. Workshop participants will be able to experience one of the weekly activities. Discussed will be the importance of the development of caring and supportive communities for domestic violence survivors and ideas for ongoing social support systems.

Learning objectives: At the end of the workshop participants will be able to:

1. Discuss seven steps of women's spirituality based on the work of Maria Harris
2. Develop experiential activities that can be utilized to facilitate personal growth among domestic violence survivors
3. Create a support group that incorporates spirituality as the framework for the group process

Instructional Methods: Lecture with PowerPoint presentation, Experiential Exercises

Promoting Mediation For Anger Management- A Case Study.

Author: Niles, Kenneth A.

The Case Study: Ms. O'Riley's Defense

The neighbourhood youth group was affected by the action of one member who had threatened the life of her step-father. This member who I refer to as Ms. O'Riley has had a long standing issue with the step father, though living with him and her mother since birth (she never knew her biological father). After finding out who her real father was, her behaviour patterns changed. She showed a defiant pattern becoming uncontrollable and eventually attacked him with a knife. The first time there was no report but on the second occasion the matter was reported and she was charged with wounded with intent. She appeared before the magistrate who sent her to a remand Home for Girls where she stayed for two (2) years. After her release, she returned to the family home and assumed a peaceful relationship with the step-father, mother and sister. After two years the issues resurfaced and she attacked again, this time with a pair of scissors.

The incident was reported but this time she was warned. I was then contacted to provide mediation services for her and the family. Because her behaviour threatened the stability of the youth group, I included it in the intervention with Ms. O'Riley and her parents. The intervention addresses anger management and establishes resolve and reconciliation among the parties within the process of transformation mediation.

The Role of Culture in Mediation

Author: Tom Kalpatoo

Format:

- 1) A mediation skill demonstration highlighting the role of culture in a mediation session.
- 2) Debriefings session with power point presentation.

Case Scenario for Presentation

In the presented case the following ingredients of mediation are presented and debriefed with audience participation.

Every mediation has unique characteristics and is influenced by the cultural perspectives of its participants and mediators. Differences in perspectives may impact the choice mediator, the conduct of the process, the level of participation, the concept of face saving, the level of disclosure and how agreements are implemented.

Calypso - A Sociolinguistic Process In Managing Conflict.

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The calypso, which forms an integral part of the cultural carnival celebration of the Republic of Trinidad and Tobago, is a syncretic popular art form that has its origin in Africa. The art-form, having been influenced and adapted by the experiences of enslaved Africans in the Diaspora, has been fused in the vortex of plantation society. Today, the music of carnival has evolved considerably, so that the calypso has become one of the cornerstones of our carnival celebration, having been significantly influenced by this Carnavalesque tradition.

Recording as it does some of the experience from the extensive ethnographic research that I essentially completed for the purpose of this paper, the principal objective of this presentation is to illuminate key processes that underlie a different, yet complementary approach by calypsonians, as agents of non-governmental political action. In doing so, the presentation recognises the pre-existing formal and informal modes of dispute resolution. In extending on that duality, it adds a third model that is a non formal, cultural community conflict management mechanism, applicable to Trinidad & Tobago's local, temporal context. By adding this new set of intellectual tools, this paper enables recognition of the language of calypso as "Symbolic Action" in resolving conflict in the republic of Trinidad and Tobago.

In making a significant contribution to the fields of Dispute Resolution and Legal Anthropology this presentation augments the link between methods of dispute resolution and culture in concurrence with Clifford Geertz's expressed view that law is a type of social abstraction that is driven by culture and imagination and is designed to regulate social life. Geertz argued that there is a direct relationship and correspondence between law on the one hand and myth, ritual, ideology, art or classification systems focused on structures of meaning, especially on the symbols and systems of symbols through whose agency such structures are formed, communicated and imposed (Geertz 1983:182).

The presentation therefore exposes aspects of those Calypsos that offer commentary on the socio-political and/or economic issues in the Republic of Trinidad & Tobago (Trinbago), recognising them as bedded in the popular practice of ritual resistance. It examines the developments in the field of dispute resolution showing how this specific sub-set of Calypsonians can legitimately be situated in the field of Alternative Dispute Resolution (ADR). It shows how, through the medium of these Calypsos, the skilful Calypsonian, using verbal creativity, freely comments on aspects of Trinbago's everyday life, exposing scandals of politicians and the rich, while recounting gossip, as they redress the powerful. This work argues that Calypsonians, using this localised language that is steeped in colloquialisms, to sing on the prevailing socio-political and economic ills within Trinbago, function as liminal-servants in an Indigenous, Non-Formal, Community Conflict Management Mechanism.

Mediation In The Caribbean: Trinidad And Tobago: The Case For Citizen Participation In Home Grown Models And Systems

Author: Tom Kalpatoo

Traditionally the state has been regarded as the sole arbiter of conflict in society. In Trinidad and Tobago the system of litigation of the use of the courts has been the only mechanism through which all disputes have been resolved. The passing of the Community Mediation Act of 1998 and its replacement the Mediation Act of 2004 in some way hold the promise of shifting the traditional way of resolving disputes among citizens. The establishment of the Family Court Mediation program in Trinidad and Tobago is an example of an effort to create an alternative of this nature. The enactment of statutes to provide for mediation followed the trend in developed countries which had responded to pressing social issues, long court dockets and overcrowded courts. The example of Trinidad and Tobago is unusual in that the control of the mediation profession since 2004 lies entirely in the hands of government. This paper contends that the lack of open participation in the development, certification and delivery of mediation services leaves the profession at risk of bureaucratic control and the suppression of growth and development in a field which is still emerging and essentially at the level of nineteenth century surgery. Additionally the absence of a self-regulatory mechanism for mediators will diminish professional development, entrepreneurial initiative and enshrine lower standards for the delivery of mediation services.

Exploring the Social Policy Initiatives within CSME in Respect to Mediation as a Policy Initiation via Employment.

Author: Niles, Kenneth A.

The recognition of a Caribbean diaspora is ultimately a highlight in our history and we certainly applaud the presence of the Caricom Single Market and Economy (CSME). This is valuable and essential for all peoples as it gives opportunity for harmonious and integrated economic, social and political initiatives. The evolution provides an awakening of values and traditions that are congruent to all the islands and yet informs a wider spectrum of unearthed and untouched cultures that offers richness for a refined and successful future. The CSME brings with it inter-island, cross-fertilization of professions, skills and talents but it arrives in a regional culture of territorial autonomy which threatens to strangle the forging of fundamental ideologies. This introduces the issues of labour and employment and the interpretation of diversity and economic advantages. The dynamic of intraregional employment allows for misrepresentation of allocation of human resources and cultural discrimination. Conflict is the inevitable result. The issues of social inclusion, government policies and qualifications become national issues and create definite discomforts that would breed contempt and cynicisms among our Caribbean peoples. Conflict management is a needed intervention for clarity and continuance and mediation is a process apt for resolution and reconciliation. The cultural and traditional perspectives on employment and labour always present sensitive environments that are hostile and defensive, bearing evidences of insobriety and ignorance. It is with hope that the mentioned intervention would surely encourage the

sentiments and ideologies of the CSME by establishing a harmonious working environment and relations.

Challenging chronic school violence through prevention strategies-Peer Mediation.

Author: Tom Kalpatoo

A model for the delivery of Peer Mediation Program in Caribbean schools is presented together with a plan for implementation with all education stakeholders. The presentation focuses on the informal resolution of conflicts among students, parents and teachers. Interest-based, transformative and restorative approaches to resolving conflict will also be covered. The fundamentals of school based mediation applicable to educational settings together with the unique features of mediating in educational environments including teacher/teacher conflict, parent/teacher conflict, principal/teacher conflict and student/ student disputes.

A dispute design for including all education stakeholders will be presented including processes for referral, record keeping, program maintenance and ways of eliciting ongoing stakeholder support.

Constructing and Evaluating a Restorative Village.

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“In this country the word healing has no meaning” -Voice of Angela Cropper, five years after the murder of her husband, sister and mother. The comment was made following a double killing in the same neighbourhood, Cascade, in January 2007. In addressing the harm resulting from wrongdoing, and the wounds of serious crime, restorative justice promises both justice and healing. How is this healing understood? Can it be understood as empowerment; meaning personal development that integrates experience? Are there deeper patterns that define identity beneath the experiences of crime? Is this true for victims and for offenders?

Trinidad and Tobago Reintegration Foundation (TTRF) is a “Restorative Justice Village” currently under construction for 40 offenders who have completed prison sentences and are returning to local communities in this society. Simultaneously, policy, models and programmes are being constructed to facilitate participant transitions within a restorative framework. This project proposes to model a way forward for a range of non-government organizations, community-based organizations and faith-base organisations interested in residential probation programmes and parole programmes, reintegration houses and safe communities as well as several Government projects. The first intake is expected in June 2007. Participants were interviewed and selected in recent weeks, just prior to Carnival.

Successfully negotiating re-entry has multiple facets: avoiding being caught in a 66% recidivist rate, transitioning from dependency of institutional life, to independent decision making, responsibility, relationships, work and community participation. Multiple conflict interventions are required. What changes do the clients want? To what extent is change possible? Are the changes measurable? How should this project design a monitoring and evaluation component with a focus on outcomes? What instruments are available? What cultural adaptations are required? What records should be kept? What data analyses are needed?

This paper documents and analyses the development of a restorative conflict intervention project and empowerment evaluation of outcomes from the outset of the project. It interrogates both the design and the systems that tap and track transitioning within the TTRF Therapeutic Community. It opens a dialogue on the first Caribbean Restorative Justice Village and advances the notion of a restorative justice centre for victims, offenders and communities- a recommendation of the Baptiste Report on criminal justice transformation in Trinidad and Tobago (2002).

Restorative Justice: A Proactive Approach To Resolving Youth Crime.

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This paper is based on preliminary findings from current research on the experiences of male youth offenders. Today the dramatically increasing number of crimes especially among male youths in Trinidad and Tobago has fuelled a pervasive sense of failure and loss of confidence in the criminal justice system. In light of the forgoing and the nature of most of the offences committed by youth offenders, the researcher looks at the essential components of restorative justice to make key policy recommendations.

ⁱ The terms ‘development’, ‘developing’ and ‘developed’ are contentious and within the paper its usage is in accordance with the approach suggested by the Economic Commission for Latin America and the Caribbean (ECLAC) which focuses on the concepts of ‘human development’ and ‘development as freedom’ (Sen 1999). This approach is based on an incremental process of social development and includes economic, political, social and cultural rights, gender equity and respect for ethnic and cultural diversity (ECLAC 2005).

Restoring Voices - Theatre as a Healing Process (Caribbean Social Problems, Restorative Justice & Education)

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The general consensus is that many societies today are 'in crisis', whether due to globalization, unemployment, drug and alcohol abuse, political corruption, war, health or natural disasters."

This paper agrees with the above quotation and attempts a brief "Trinidadian" contextualization.

Section 1: The paper defines 'society' today as well as the term 'social problem'. Since the family is generally considered the basic unit of society in Trinidad & Tobago the dance of imposition and survival - the social conditions imposed on the already fragile family structures and arrangements that make it impossible for vulnerable families to survive - is traced.

Section 2: The paper then enumerates several acknowledged/unacknowledged social problems, identifies the rising violent crime rate as the single most destructive social problem identified as such across society as a whole and briefly outlines the underlying socio-political structures, which enabled and continue to foster the current crime wave.

Section 3: This section looks to the present criminal justice system in Trinidad & Tobago and its effectiveness (or not) in solving the 'problem of crime'.

As a way of introducing the notion of a "new paradigm" to deal with this problem a comparison is made between 'retributive' and 'restorative' justice.

The paper then deals briefly with restorative justice (the transformative process) and mediation (the putative conflict resolution tool of Restorative Justice) and acknowledges that a Trinidadian model must be grounded in an acknowledgement of the uniqueness of the sociological factors contributing to individual and community wellness as well as dysfunction.

The position (Restorative Justice) taken by the Trinidad Prison Commission in its effort to reduce recidivism is outlined

Section 4: This section continues by examining the normative perception of education and concludes that the catalyst for expanded education in the region has been industrialization - education has actually followed development not fostered it. The system of education may itself be one of our most pressing social problems.

Attention is paid to communication/language, to education/teachers as communicators/mediators and to the process of 'doing theatre' for the personal and group empowerment that is part and parcel of the shift to a paradigm of restorative justice.

Section 5: Finally some projects by EMERJ Associates and the Brown Cotton Theatre Ensemble are outlined. These projects demonstrate specific ways in which restorative justice is being implemented into the general society "as part of the construction of a culture of peace."