

13th

**Biennial Caribbean
& International
Social Work Educators'
Conference**

***'Social Work Education, Policy and Practice:
Engaging People, Challenging Structures, Advancing
Sustainable Development'***

June 26 - 30, 2017

**The University Of The West Indies
Mona Campus, Jamaica**

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Message from the Local Organizing Committee Chair



As founding members of the ACSWE, the Social Work Unit in the Department of Sociology, Psychology & Social Work at the UWI Mona Campus is proud to be hosting the 2017 conference which coincides with the twentieth anniversary of the establishment of ACSWE. We look forward with excitement to the usual camaraderie among colleagues, the establishment of new friendships and to the rich exchange of knowledge contributed by Social Work educators and practitioners from the Caribbean and across the globe. On behalf of other members of the local organising committee I wish everyone a memorable experience.

The Association of Caribbean Social Work Educators (ACSWE) was created to enhance the standard of social work education and to confront concerns of relevance to Social work educators and practitioners involved in teaching both within and outside the Caribbean.

Three distinctive features of ACSWE is the biennial conference, the publishing of the Caribbean Journal of Social Work (CJSW) and the Caribbean educators' award. The constitution of ACSWE, which was adopted in 2001 at the Conference in Nassau, Bahamas, outlines several objectives some of which include promoting research, sharing information, influencing the advancement of Social Work policies and strengthening the recognition of Social Work as a profession.

Aldene Shillingford, MSW

Lecturer in Social Work,
University of the West Indies, Mona

Message from the Pro Vice-Chancellor and Principal, UWI, Mona



As Principal of the University of the West Indies (UWI) it is my distinct pleasure to support the 13th Caribbean and International Social Work Educators' Conference. This year's conference focusses on the development and enhancement of social work education and its implications on the sustainable development prospects of our region. As a regional university, the UWI is always committed to advancing discourse and research related to issues that affect the development of our society; and the particular facets of our societal infrastructure that are geared towards aiding and supporting the welfare of our communities.

The creation of a robust, sustainable and stable societal system that recognises the integral role played by social work is the cornerstone of many strong nations committed to supporting the needs of their populations. The need is therefore apparent for engaging in stronger discourse and research regarding the importance of social work education, policy and practice, particularly within the Caribbean. This conference allows practitioners, policy makers, researchers and students of social work to gather and discuss the important developments in this field and their implications on the sustainable development goals of our region.

As this is a higher learning institution we are pleased to support the staging of this conference that will bring together a diverse array of academics and practitioners who will undoubtedly expand research and related work in this field.

Professor Archibald McDonald, MB BS, FRCS Ed., FACS, DM (Surg) UWI

Pro Vice-Chancellor and Principal
University of the West Indies, Mona

Message from the Dean, Faculty of Social Sciences, UWI Mona



The Faculty of Social Sciences (FSS) extends its congratulations to the Association of Caribbean Social Work Educators (ACSWE) which is celebrating its twentieth (20th) anniversary having been established in 1997. This special milestone marks continuity in the purpose for which ACSWE was established, to address the development of Social Work education in the region.

The biennial conferences provide a unique opportunity for educators and practitioners from far and wide to share research and new knowledge to assist both curriculum development and to help in tackling current social challenges. Participants are also exposed to social work practice and conditions in the host country through visits to local social service agencies. The Mona 2017 conference, in particular, with its offerings of professional development workshops, as well as

academic papers on a wide range of topics relevant to and applicable in the contemporary period, will not only be of interest to social workers but to those in many other disciplines.

The FSS, Mona will continue to support these meetings as we are pleased to be a part of this invaluable conference, which highlights the work of the UWI and the discipline of Social Work in particular. I wish ACSWE a productive conference and success in its future endeavours.

Prof. Ian Boxill

Dean, Faculty of Social Sciences
University of the West Indies, Mona

Message from the Head, Department of Sociology, Psychology and Social Work, UWI Mona



It is my distinct pleasure to even be associated with the 13th Caribbean and International Social Work Educators' Conference, moreover to be hosting this event. For decades, it has been social work which has worked in the trenches as well as in the academic great houses, to address the myriad issues which a still fledgling region is grappling with. Social workers are a special breed, because you do not have the luxury of residing in the intellectual silos. Rather not only do you have to work with strong theoretical and research foundations, but the oftentimes short gap between these and praxis and practice, could very well be the chasm between the cup and the lips.

Social workers have always been my heroes and unfortunately unsung as most true heroes are. Nevertheless, it is hoped that this conference, with expected excellent presentations and activities, will help to shine the light on this glorious profession.

One anticipates that many policy relevant findings and recommendations shall emanate from the next few days of work and interaction and I dare the policy makers to ignore to their peril.

To all the presenters and participants and all of the foot soldiers who have worked to make this predictably successful conference possible, I say a most profound gratitude. And for all our non-residential participants; take a little time and enjoy this campus and country.

Orville W Taylor PhD

Head, Department of Sociology,
Psychology and Social Work
University of the West Indies, Mona

Message from the President of the ACSWE



Welcome to Mona2017, to the beautiful UWI Mona Campus and to Jamaica! This is the third time that the Social Work Programme at the UWI Mona Campus is playing host to the ACSWE Conference. Although this is where I call home, I want to first and foremost say a huge “Thank You” to my social work colleagues here at Mona. They agreed to take on the organisational task at a very challenging time. The task of giving the Vote of Thanks lies with someone else, but I want to express our appreciation to our Department Head, Dean of our Faculty, Campus Principal and the staff of many departments who have helped us mobilise the resources we needed to make the conference happen. We must also recognise the contribution of our two other collaborators, Howard University School of Social Work and the National Housing Trust. Many miracles have been wrought over the past few months to bring us to this point.

This year, 2017, marks the twentieth anniversary of the founding of the Association of Caribbean Social Work Educators (ACSWE) and the thirteenth staging of this conference, which preceded the ACSWE by four years and whose 1997 gathering in Trinidad gave official birth to the association.

In a region which tends to have a reputation for only producing “samples”, we can justifiably congratulate ourselves for demonstrating that we can apply ourselves and keep the process going. Our achievements have not come easily. They took the doggedness of John Maxwell, the willingness of Lincoln Williams who contributed the institutional resources of the Social Welfare Training Centre, and the unstinting and respectful support of the University of Connecticut, notably the team brought together by Prof Lynne Healy, and the Howard University School of Social Work, initially led by Dr Norma Jones, and currently by Prof Sandra Edmonds Crewe and the extraordinarily hard-working Dr Tamarah Moss.

One more sober note, I want to point out that several of our founding members have already retired or will soon be retiring. Rest assured, we will continue to participate to the best of our ability, but the drive and leadership the Association needs to take us to our 30th, 40th and 50th anniversaries and companion conferences, rests in the hands of those who are here this week and those who unavoidably could not attend.

The ACSWE has created a forum which facilitates networking and exchange across the several language groupings of the Caribbean and out into the Caribbean diaspora. This conference has provided a stimulus to indigenous research and innovations in practice. Work which can be shared here at our conference and in the well-regarded Caribbean Journal of Social Work which was first published a mere three years following the launch of the ACSWE.

As you go through the programme book, you will discover what a rich programme of activities has been prepared for you. I do not envy you the choices you will have to make. Those of you who are attending for the first time, will discover that this is not your traditional academic conference. Yes, the selection of papers and workshops have been subject to anonymous review. But the ACSWE Biennial Conference is a special space: experienced academics, bright graduate students and creative practitioners can appear on the same panel to share the results of their research and work, receive critical feedback and explore opportunities for working and learning together.

It is my hope that you will make the most of the full array of what has been provided. On behalf of the ACSWE Executive, I thank you for making us a part of your own schedules. We know that there are many other conferences that you could have chosen to attend.

Peta-Anne Baker, PhD (Social Welfare) MPhil (Development Studies)
President, ACSWE

Message from the Dean, Howard University School of Social Work



Welcome ACSWE colleagues and friends,

It is my honor to have the Howard University School of Social Work, serve as a co-sponsor with the 2017 Biennial Caribbean and International Conference of the Association of Caribbean Social Work Educators (ACSWE), in Jamaica. Our school has a long standing relationship with social work in the Caribbean Our roots are deep and our hearts are intertwined in our mission to educate social workers for the challenges of today.

Howard University is celebrating our sesquicentennial-150th anniversary. The School of Social Work has used this occasion to highlight the legacy of Dr. Inabel Burns Lindsay, our founding dean. Dr. Lindsay was a consultant in the establishment of social work education, here in Jamaica at the University of the West Indies. To honor Dr. Lindsay including her global presence, we have established the Dean Inabel Burns Lindsay Society for Social Justice.

Our sesquicentennial theme, **“the time is always now”** is inextricably linked with this year’s conference theme of *Social Work Education, Policy and Practice: Engaging People, Challenging Structures, Advancing Sustainable Development*. The time is now for social work education to address the challenges of the global community to ensure quality of life across the lifespan. Additionally this year’s conference provides a valued opportunity to actualize internationalization, one of the six principles of the Black Perspective, our guiding philosophy.

As dean, I am especially proud of the over 6,000 alumni of the Howard University School of Social Work who are dispersed throughout the world, including the Caribbean region. Our alumni continue to provide leadership in different field of practice including: family and child welfare, mental health, displaced populations, health, criminal justice and social gerontology as practitioners, advocates, scholars and politicians. We hope that you will participate in our co-sponsored pre-conference professional development workshop on *Trauma Informed Practice*, co-led by our very own associate professor Dr. Janice Berry Edwards, based in Washington, DC and Ms. Marie Sparks with Pure Potential, based in Jamaica. On behalf of the Howard University School of Social Work, we bring congratulations in advance!

I extend special appreciation to ACSWE, the ACSWE President and Vice President, Dr. Peta Anne Baker and Dr. Karen Nathaniel DeCaires respectively, ACSWE Executive Committee members, the University of West Indies – Mona campus, and the larger community of ACSWE both in the Caribbean and around the world. I also salute Dr. Tamarah Moss for her leadership and support of the Howard connection.

I extend congratulations on the 20th anniversary of ACSWE’s establishment and well wishes for the continued success of the Association and all conference attendees as we engage in meaningful exchange and partnership building.

Warmly,

Sandra Edmonds Crewe

PhD, MSW, ACSW

Dean and Professor

Director, Howard University Multidisciplinary Gerontology Center

Get To Know ACSWE



**Association of Caribbean
Social Work Educators**

The Association of Caribbean Social Work Educators (ACSWE) was formally established in 1997. Its Constitution, passed in 2001, sets out its Purpose and Objectives.

PURPOSE

The overall purpose of the Association is to seek ways of improving the standards of social work education in the Caribbean, as well as to address issues of relevance to Caribbean social work educators and practitioners involved in training, resident outside of the region. The Association will provide the forum in which issues related to the development of social work education in the Caribbean can be discussed, where policy proposals can be developed and where moral and practical support can be given to colleagues.

OBJECTIVES

1. Facilitate the exchange of information on social work education within the Caribbean region.
2. Support the convening of a Biennial Conference of Caribbean and International Social Work Educators (and associated Practitioners) and such other conferences as may be appropriate
3. Develop strategies which seek to increase the recognition of social work as a profession, including, as a specific goal, the establishment of an accrediting body for Caribbean Social Work Education Programmes.
4. Promote and support research into social work issues.
5. Contribute to the development and implementation of social work policies in the Caribbean region.
6. Establish affiliation with any body whose objectives may be of benefit to its members

Key Partner—The National Housing Trust



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The ACSWE is pleased to collaborate with the National Housing Trust to honour the contribution of the late Dr Vincent George, Senior General Manager, Corporate Services. Recognising that addressing the need for shelter involved more than financing and "brick and mortar" Dr George developed a model of social development to make communities of the schemes that the NHT developed. The 'Best Community Competition' became the vehicle for showcasing the accomplishments of this model.

Wednesday's programme has been designed to bring Dr George's work to light, to continue to equip those who carry this work forward and to highlight research and practice in areas related to the field of community development.

Profile of Jamaica

Jamaica, the third largest island of the Greater Antilles, is best described by its Arawak (Taino) name "*Xaymaca*" which translates to "*land of wood and water*". The island is a lush tropical oasis, with miles of beaches, fertile valleys, far-reaching plains, rugged mountains, and hidden caves. There are also hundreds of indigenous species, including bats, birds, reptiles, insects, mammals, and a variety of flora.

Under Spanish occupation, after Christopher Columbus' discovery of Jamaica in 1492, the Tainos were driven to extinction, and African slaves were brought to work on the many plantations that had been established throughout the island. In 1655, British forces seized control from the Spaniards, and by 1670, the island was declared a British colony. Today, almost 55 years after independence, Jamaicans are proud of their cultural and religious heritage, expressed through their food, music, and language.



Jamaica is world renowned for its tourism product: the white sand beaches, the tranquil eastern parishes, the booming nightlife of its major cities, and for ambassadors such as Usain Bolt, the fastest man on Earth, and reggae icon, Bob Marley. Jamaica offers something for everyone! From the south coast to the north coast, island roamers can hike through the mountain ranges of the island's interior, and view the picturesque waterfalls and rivers that are replete throughout the terrain; from east to west, one can track the sun as it dances across the horizon, rising in the cool, tranquil surroundings of Portland in the east, and setting in all its fiery-red fanfare on the horizon of the Negril waters in the west; from morning to night, the culture-lover can visit numerous museums, and notable landmarks in each parish; and New Kingston, Montego Bay and Negril offer pulsating "hip-strips", with an array of restaurants, nightclubs and theatres to choose from.

Spotlight on KINGSTON

Kingston, the capital of Jamaica, is the smallest parish yet the most populated city on the island. It faces the seventh largest natural harbour in the world, which is protected by the Palisadoes, a long sand spit which connects the town of Port Royal and the Norman Manley International Airport to the rest of the island.

Kingston was founded in July 1692, as a refuge for survivors of the earthquake on June 7th which had destroyed two-thirds of Port Royal. Prior to the earthquake, Port Royal was the headquarters of the English buccaneers and was known as the wickedest city in the world because of the riotous life of the town's inhabitants including the likes of privateer, Sir Henry Morgan.

In the adjoining parish of St. Andrew, you will find the Bob Marley Museum, located at the reggae singer's former home, and Devon House, a colonial-era mansion with period-furnishings. Hope Botanical Gardens & Zoo, located near to the UWI Mona, showcases a variety of native flora and animals. To the northeast lay the Blue Mountains, a renowned coffee-growing region with hiking trails and hidden waterfalls.

Quick facts on Jamaica

Capital - Kingston

Currency - Jamaican dollar

Area - (total) 10,991 sq. km (4,244 sq. mi)

Terrain - Mountainous interior, coastal plains.

Population - 2,723,246 (2014, Statistical Institute of Jamaica)

Language - English

<http://jis.gov.jm/parish-profile-kingston/>

Social Work at the UWI Mona Campus



The University of the West Indies Campus at Mona was, in 1948, the location where a unique initiative to offer tertiary education to the Caribbean's people began. It was also the place where the first effort to provide professional social work education occurred between 1943 - 1953. This took the form of six-month extra-mural courses for those employed to the emerging social services in Britain's Caribbean colonies.

Intra-mural social work education began at the UWI Mona Campus in 1961, via a two-year Certificate in Social Work offered by the Department of Government. The programme joined the Department of Sociology in 1963, after that Department was formed. The programme evolved into a three-year baccalaureate degree programme. A Master of Social Work degree was added to the UWI Mona's offerings in 1993 and a doctoral programme is on the cards.

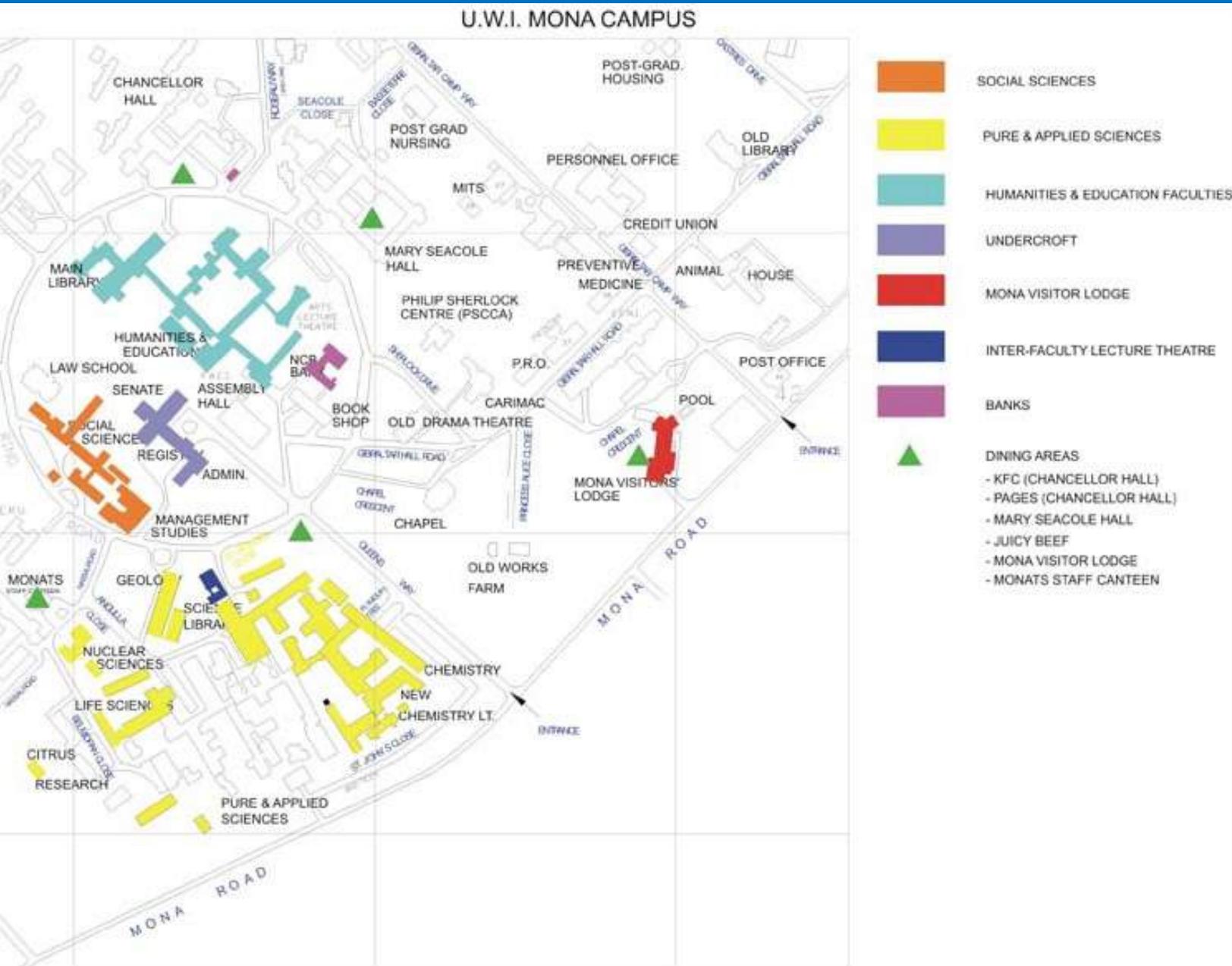
Like the rest of the Department of Sociology, Psychology & Social Work, the Social Work Programme recognizes its responsibility to address the social, cultural and economic problems facing the Caribbean region in keeping with the University's overall mission to unlock the potential of the region. Its staff have played leadership roles in work in fields such as violence prevention, gender based-violence, disaster risk reduction and response and in the establishment and leadership of a national professional association, the Jamaica Association of Social Workers (JASW).

Its flagship initiative, the Caribbean Internship Programme (CIP), has for almost fifteen years, supported development initiatives in the region; from Belize in the south-western Caribbean, to Trinidad and Tobago and St Vincent and the Grenadines in the south-east and Montserrat in the northern Caribbean.

The Social Work programme is a member of the International Association of Schools of Social Work (IASSW) is a constituent member of the North American and Caribbean Association of Schools of Social Work (NACASSW).



Mona Campus Map



ACSWE Executive 2015 - 2017



Dr. Peta-Anne Baker
President



Dr. Tamarah Moss
Member-at-Large



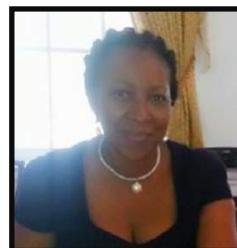
Dr. Karene Nathaniel-DeCaires
Vice-President & Treasurer



Dr. Lear Matthews
Member-at-Large



Ms. Dionne Frank
Secretary



Ms. Paulette Henry
Executive Member

2017 Local Organizing Committee

Mrs. Aldene Shllingford - **Chairperson**
Lecturer

Ms. Neena Albarus
Field Education Supervisor

Ms. Shawna-Kae Burns
Instructor

Mrs. Beverly Clarke
Manager
Monitoring and Evaluation HEART NTA

Mrs. Arna Elliott-Rattray
Assistant Lecturer

Mrs. Dionne Frank
ACSWE Secretary

Mrs. Kimberly Hinds-Heron
Coordinator Practicum

Ms. Nicola Williams
Field Education Supervisor

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Social Work Training Centre

Department of Sociology
Psychology and Social Work, UWI Mona

Faculty of Social Sciences, UWI Mona

Office of the Pro Vice-Chancellor and Principal, UWI Mona

Schedule At a Glance

| | 9:00AM | 10:00AM | 11:00AM | 12:00PM | 1:00PM | 2:00PM | 3:00PM | 4:00PM | 5:00PM | 6:00PM | 7:00PM | 8:00PM | 9:00PM |
|--------------------|--|------------------|--|--------------------------|--|-----------------------|--------|--------------------------------|--------|--------|-------------------|--------|--------|
| MON JUNE 26 | REGISTRATION | | | | | | | | | | | | |
| | Trauma Informed Practice Workshop | COFFEE BREAK | Trauma Informed Practice Workshop | LUNCH BREAK | Trauma Informed Practice Workshop | | | Opening Ceremony | | | Welcome Reception | | |
| | Attendance Improvement and Dropout Prevention Workshop | | Attendance Improvement and Dropout Prevention Workshop | | Attendance Improvement and Dropout Prevention Workshop | | | | | | | | |
| TUE JUNE 27 | REGISTRATION | | | | | | | | | | | | |
| | Session 01 | COFFEE BREAK | Session 05 | LUNCH BREAK | Session 09 | | | ASCWE Biennial General Meeting | | | | | |
| | Session 02 | | Session 06 | | Session 10 | | | | | | | | |
| | Session 03 | | Session 07 | | Session 11 | | | | | | | | |
| | Session 04 | | Session 08 | | Session 12 (Workshop) | | | | | | | | |
| WED JUNE 28 | REGISTRATION | | | | | | | | | | | | |
| | Session 13 PLENARY Shelter for all: dream or possibility? | COFFEE BREAK | Session 14 | NACASSW Business Meeting | Session 18 (Workshop) | | | Cultural Evening | | | | | |
| | | | Session 15 | LUNCH BREAK | Session 19 (Workshop) | Session 22 (Workshop) | | | | | | | |
| | | | Session 16 | | Session 20 | Session 23 | | | | | | | |
| | | | Session 17 (Workshop) | | Session 21 (NACASSW Roundtable) | Session 24 (Workshop) | | | | | | | |
| THUR JUNE 29 | Secretariat Open | | | | | | | | | | | | |
| | PROJECT & AGENCY VISITS | | | | | | | | | | | | |
| FRI JUNE 30 | Secretariat Open | | | | | | | | | | | | |
| | Session 25 | Closing Ceremony | | | | | | | | | | | |
| | Session 26 | | | | | | | | | | | | |
| | Session 27 | | | | | | | | | | | | |
| | Session 28 (Workshop) | | | | | | | | | | | | |

Field Visits - Thursday June 29

GROUP 1

Community Building Through the Arts

- Multicare Foundation
- Fleet Street Life Yard
- Stop at monument for children killed by violence on Charles & Tower Street
- End visit with a stop at the Victoria Craft Market

GROUP 2

State Services for Children

- McCam Child Development Centre
- YMCA
- Women's Centre
- End visit with a stop at Devon House

GROUP 3

NGO community building services

- Children First
- Brief circuit of Spanish Town Square
- Tainos Museum
- Food Stop

Group 4

Community Building - NGO (day long)

- Woodford Homework and Learning Centre



The School of Social Work offers MSW and Ph.D. programs based on our unique historical perspective and framework, emphasizing social justice, cultural competence, strengths, resiliency, transformation and empowerment for oppressed and underserved people domestically and globally.

Sandra Edmonds Crewe, Ph.D., ACSW
Dean and Professor



Inquire Today!

Sandra A. Gammons, Director of Admissions
Howard University School of Social Work
601 Howard Place, NW | Washington, DC 20059
Phone: 202-806-6450

Email: socialworkadmissions@howard.edu
www.socialwork.howard.edu



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1867 - 2017

MSW FIELDS
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Displaced Populations
Mental Health
Gerontology
Criminal Justice
Heath

Dual Degree Programs

MSW/ Master of Divinity
MSW/ Master of Business Administration

Application Deadlines:
Fall April 1
Spring November 1

Conference Agenda

| TIME | DAY 1: MONDAY JUNE 26 | |
|-------------|---|---|
| | WORKSHOP 01 Social Welfare Training Centre - Sybil Francis Room | WORKSHOP 02 Hugh Lawson Shearer Trade Union Education Institute (HLSTUEI) |
| 09:00-12:30 | #70 - Trauma Informed Practice Dr Janice Berry-Edwards Ms. Marie Sparkes | #69 - Attendance Improvement and Dropout Prevention in Schools – An Evidence-Based Youth Work Model Mr. Hanif Benjamin |
| 12:30-1:30 | LUNCH BREAK | |
| 1:30-4:00 | #70 - TRAUMA INFORMED PRACTICE Dr Janice Berry-Edwards Ms Marie Sparkes | #69 - Attendance Improvement and Dropout Prevention in Schools – An Evidence-Based Youth Work Model Mr. Hanif Benjamin |
| 5:00-8:00 | OFFICIAL OPENING UWI Undercroft | |
| | RECEPTION | |

| TIME | DAY 2: TUESDAY JUNE 27 | | | |
|-------------|--|---|--|--|
| | SESSION 01 Sybil Francis Room | SESSION 02 HLSTUEI | SESSION 03 SWTC Classroom 2 | SESSION 04 SR4 |
| 09:00-10:30 | #44 Working with men to prevent family violence: Findings from a fatherhood program | #72 Advocacy for Youth in Rural Communities through Public Private Partnerships: Issues, Challenges and Solutions | #42 Human Rights as Social Work Education | #59 Online International Social Work Education Exchange: Addressing HIV/AIDS in the Caribbean and United States |
| | #71 21 Lessons – Preventing Domestic Violence in the Caribbean: None in 3 Project | #67 The Relationship Between Self-Perception of Relations with Parents, Attitude Toward School, and Delinquency Among African American, Afro-Caribbean Americas, and Ghanaian Youth: Models of Advocacy in Protecting the Vulnerable | #53 Examining the challenges and contradictions of rights discourse within the practice of social work in the Caribbean and Nigeria | #57 Aging transnationally- the case of the Indian diaspora in North America |
| | #36 Psychological Distress of Fatherless Black Women | #76 Family Functioning: A risk factor for violence among secondary school students in Barbados | #77 Responding to Human Need - Social Work Education in Trinidad and Tobago | #27 Social Work and Migration - approaches from Germany |
| | #12 Trends and Development in work with selected populations Inclusion/ Introduction of Marriage and Family Therapy to Couple work in the Caribbean | #60 Parents with disabilities: the experiences of parenting | #51 Advocacy for Social Justice: Transferring Learning from the Classroom to the Field | #18 Decolonizing Deportation: Exploring the link between deportation and structural violence with Deported Men in Trinidad and Tobago |

| 10:30—11:00 | COFFEE BREAK | | | |
|-------------|---|---|---|--|
| TIME | SESSION 05 Sybil Francis Room | SESSION 06 HLSTUEI | SESSION 07 SWTC Classroom 2 | SESSION 08 SR4 |
| 11:00-12:30 | #73 Caribbean Families' Preparation for Migration to the United States: A Critical Dimension of Diaspora Experience | #56 Decision making in child abuse cases | #22 The Bobo Shanti of Trinidad: Community Organization, Resistance and Resilience – Implications for Social Work Practice and Research | #03 Understanding the Lived Experiences of Jamaican Immigrant Youth in Canada |
| | #45 Mass Incarceration and Survival Sex in African American Adolescents | #30 Essential Social Work Skills gained working at an Addiction Treatment Facility in Jamaica | #14 Anti-Oppressive Social Work with Disabled Persons | #32 Re-Entry: A comparative study of male and female juvenile offenders and their experiences with the education system in Trinidad & Tobago |
| | #61 They Don't Really Care About Us: The Stories of Previously Incarcerated Black Men and their Experiences with Displaced Anger through a Critical Race Theory Perspective | #26 Perceived susceptibility to mental disorders among marijuana smokers attending a tertiary institution | #75 Social Work & Development: Making the Connection | #06 "I Want Justice": Towards a Restorative School System |

| 12:30 - 1:50 | LUNCH | | | |
|--------------|---|--|---|---|
| | SESSION 09 Sybil Francis Room | SESSION 10 HLSTUEI | SESSION 11 SWTC Classroom 2 | SESSION 12 SR4 |
| 2:00 -3:30 | #31 Engaging Discourses of Race in Domestic Violence Social Support Work in Trinidad and Tobago | #13 Integrating Mindfulness Practices in Teaching Inter and Intra Personal Development | #04 The everyday life geographies of older adult Jamaican Canadian transmigrants: A visual ethnograph | #47 Best practices in social work field education: agency-university partnerships [W] |
| | #40 Using a case example to illustrate the benefits and limitations of using a person-centred therapeutic approach with clients in crisis | #37 The Social Work Intern Dilemma | #24 Family Engagement: Presumptions, Practices, Prescription and Partnerships | |
| | #48 Male social workers in contemporary Trinidad and Tobago: Roles, importance, challenges | #28 Learning to practice: Use of practice simulation to train social work students | | |
| 4:00-6:00 | ACSWE BIENNIAL GENERAL MEETING Sybil Francis Room | | | |

| TIME | DAY 3: WED JUNE 28 | | | |
|-------------|--|---|---|---|
| | Sponsored by the National Housing Trust | | | |
| | SESSION 13 | | | |
| | Social Sciences Lecture Theatre | | | |
| 09:00-10:30 | PLENARY | | | |
| | <p>In honour of the contribution of the late Dr Vincent George, Senior General Manager, Corporate Services at the National Housing Trust</p> <p><i>Shelter for all: Dream or Possibility?</i></p> <p>PRESENTERS:</p> <p>Prof Sandra Edmonds Crewe Member of the Board of Trustees, Maryland Affordable Housing Trust and Dean, Howard University School of Social Work</p> <p>Dr Lanie-Marie Oakley-Williams Senior General Manager, Customer Relations Management, National Housing Trust (a former colleague of Dr George)</p> <p>Ms Wendy-Jo Williams Social Development Manager, National Housing Trust (a former mentee of Dr George)</p> | | | |
| 11:00-12:30 | SESSION 14 Sybil Francis Room | SESSION 15 HLSTUEI | SESSION 16 SWTC Classroom 2 | SESSION 17 SR4 |
| | #54 Building community resilience and sustainability from the 'bottom-up': Community economic development (CED) in a rural Jamaican community | #34 Women and formal voluntary Community Leadership in Jamaica: Implications for social work practice in communities | #39 Baton Rouge Area Violence Elimination (BRAVE) Project | #23 Mindfulness: Stress Immunization for Social Workers [W] |
| | #07 Culture – the Link between Community and Environment | #64 Engaging Jamaican Youth in Community Development: Push and Pull Factors: A Qualitative Enquiry | #38 Community Sustainability through the Activist University | |
| | #58 Building Sustainable Community Partnerships in a Semester | #63 Unpacking Privilege and Resistance: Building competence to serve marginalized populations through narrative inquiry and participatory arts-based practice | #08 What Works in Social Work: exploring indigenous practice in Trinidad & Tobago | |

| 12:30 - 1:50 | LUNCH | | NACASSW BIZ SESSION | |
|-----------------------|---|---|---|--|
| 2:00 -3:30 | SESSION 18 Sybil Francis Room | SESSION 19 HLSTUEI | SESSION 20 SWTC Classroom 2 | SESSION 21 SR4 |
| | #78 Pedagogical Practices in Teaching and Learning Resistance [W] | #74 Participatory Research – An Effective Field-Based Method for Social Workers [W] | #66 History of Social Work in Jamaica: Oral History of Social Work Pioneers {W] | NACASSW ROUNDTABLE Review of Global Standards for Social Work Education |
| SESSION 22 HLSTUEI | | SESSION 23 SWTC Classroom 2 | SESSION 24 SR4 | |
| 3:30 -5:00 | | #62 Field Education: Objectives and Processes [W] | #29 Using Mindfulness Practices to Enrich Individual and Community Wellness [W] | #05 Artistic modalities in gerontological social work research: Possibilities for innovation in research and education [W] |
| 6:00-8:00 | CULTURAL EVENING Lawns of Mona Visitors Lodge | | | |

| TIME | DAY 5: FRIDAY JUNE 30 | | | |
|-------------|--|---|--|---|
| | SESSION 25 Sybil Francis Room | SESSION 26 HLSTUEI | SESSION 27 SWTC Classroom 2 | SESSION 28 SR4 |
| 09:00-10:30 | #02 What do practitioners, and paraprofessionals in the Caribbean do when they practice Social Work? | #10 The need for care and factors affecting informal caregivers in the parishes of St. Lucy and St. James in Barbados | #09 The Effectiveness of Logotherapy in Alleviating Social Isolation for Visually impaired Student | #49 Roles and Responsibilities of Social Work Field Directors [W] |
| | #33 Finding a Niche and Developing a Competency-based Standard for Paraprofessional Social Workers | #20 First Year Social Work Students on Navigating Self Care Activities | #19 Empowering Adolescents with Sickle Cell Disease (SCD): 'Hope Lives Here' | |
| | #17 Ivan, Emily and the Grenadian Economy: where are we now? | #35 Leadership Preparation for Emerging Social Workers | #41 Adolescent Gambling in High School | |
| | #43 Climate change and vulnerable coastal communities in the Caribbean: A research to action agenda | #21 Does modernity adversely impact on lifestyle and behaviour of a Christian youth ministry in South Trinidad? A Case Study. | #25 From Entrapment to Liberation - Transformation of the System within the System | |
| 11:00-12:30 | CLOSING | | | |

Workshop Presenters



Dr. Janice Berry-Edwards is a clinical social worker. She received her MSW degree from Howard University School of Social Work and her PhD from the National Catholic School of Social Work, Catholic University. Dr. Edwards has served as an Associate Professor in the School of Social Work at Howard University from academic year 2011-12 to the present. Prior to her academic appointment at Howard University School of Social Work she served on the faculty of Virginia Commonwealth University School of Social Work. She maintains a private practice where she provides clinical social work psychodynamic and psychoanalytic treatment.

Dr. Edwards' range of experiences extends from providing clinical services to inpatient psychiatrically hospitalized children, adolescents and adults to outpatient psychotherapy to individuals, couples and families. Prior to entering Academia, she was the Clinical Director of the Emergency Psychiatric Response Team at the Federal Bureau of Investigation for a period of ten years. In her position she was responsible for the assessment, intervention and treatment of crisis cases where she provided trauma treatment in a wide range of clinical scenarios.

Previous governmental involvement was in her position as a policy analyst in the Office of the Secretary of Health and Human Services in the Office of the Assistant Director for Policy Evaluation. She currently serves on the Board of the Washington School of Psychiatry in Washington, D.C., and has previously served on the Board of the Montgomery County Mental Health Association.

Dr. Edwards has served as a clinical consultant to numerous agencies in Washington, D.C. Dr. Edwards has extensive experience in clinical social work practice and has publications in the areas clinical social work practice and social work education. She is an active member of the National Association of Social Workers, The Greater Washington Society for Clinical Social Work, the Clinical Social Work Association, and the American Association for Psychoanalysis in Clinical Social Work.

Marie Sparkes entered the profession of Social Work in 1988 and has primarily served two populations throughout her career, adolescences in residential care and populations challenged by sexual abuse and sexual exploitation.

Marie has taken an eclectic education route and has achieved an Open University Advanced Diploma in Residential Social Management, an advanced diploma in Gestalt Therapeutic Practice from the Ashbourne Centre and a post-graduate diploma in "Training the Trainer and Supervision of Practice" from the Kingswood Institute.

Marie has served in the Management of multi-disciplined Staff teams and Director of Therapeutic programmes at the London Boroughs' Residential Homes Consortium. She is a passionate advocate of young women and has in recent times lead the Step Up for Armadale Project for the survivors of the Armadale Fire 2009 (Jamaica).



Marie has a keen interest in Pan-African affairs and community agendas at national levels and has served on a number of executive boards including the National Black Workers Core Group and the Jamaican Association of Social Workers. Marie currently has a consultancy practice Pure Potential (2007-2017) in Jamaica where she works with a cohort of experienced Social Workers, Psychotherapists, Teachers and Alternative Healthcare Practitioners.

Workshop Presenters



Hanif Earis Antony Benjamin, is a Licensed Master of Social Work, licensed by the New York State Office of the Professions, and a member of the American Academy of Experts in Traumatic Stress and the National Centre for Crisis Management. Mr. Benjamin is a Clinical Therapist and Clinical Traumatologist and holds a Certification in Child Trauma (C.C.T). He is the Founder, President and Chief Executive Officer of The Centre for Human Development Group of Companies Limited (TCHD), with its subsidiaries – The Centre for Human Development Limited (TCHD), TCHD – Postgraduate Training Institute, TCHD - Centre for Change, a Non-Governmental Organization, and TCHD – International Centre for Mediation and Mediation Studies (ICMMS).

Benjamin gained his Bachelors of Science in Criminal Justice summa cum laude at Monroe College, and furthered his studies at Fordham University where he gained his Clinical Masters of Social Work with distinction in New York City; again receiving summa cum laude, having the highest academic standings both times. At Fordham he continued his professional development specializing in clinical social work with children and families in addition to trauma treatment for children and adolescents. When he completed his program at Fordham he continued his development in trauma work with the National Child Traumatic Stress Network (NCTSN). Mr. Benjamin is currently a Doctoral Student (Ph.D. Social Work) at The University of the West Indies and holds a certification in Clinical Traumatology from the Traumatology Institute of Canada.

In Trinidad & Tobago, Mr. Benjamin has proved himself to be an essential resource to the country. Through The Centre for Human Development Group of Companies Limited, he is intensively engaged in fighting the stigma of Mental Health in Trinidad and Tobago and providing skills and competence training and development in areas of Trauma Treatment for Children and Adolescence, Crisis Avoidance and Management, Psychological Assessment and Diagnosis, Emotional Intelligence among others. Through TCHD Group, he also provides consultant work for EAP Providers, Family Counselling, and Behaviour Change Consultants, where he worked with High Risk families that are more susceptible to negative societal influences such as but not limited to traumatic situations of domestic violence, sexual abuse, drugs and substance abuse, and homicide.

Through his subsidiary – TCHD Postgraduate Training Institute, Mr. Benjamin and his team to date have trained thousands of persons, locally and throughout the region in numerous courses aimed at professional development and personal enhancement. Namely, through his professional expertise Mr. Benjamin has facilitated courses on How to Assess Child Traumatic Stress, Anger Management, Basic Counselling, Self-Care among others. Through TCHD- Postgraduate Training institute, Mr. Benjamin endeavors to provide individuals with advanced, practical, and real world skills to build upon traditional academic qualifications, thereby enabling persons to function at a level of great skill and professional capacity within fields relating to mental health, child services, and social services.

Abstracts

2

What Do Practitioners, and Paraprofessionals in the Caribbean Do When They Practice Social Work?

Presenter: Ms. Dionne Frank MSD, Dip.Ed., B. Soc. Sc. (S.W.), DSW

Affiliation: University of West Indies, Mona for ALL authors

Additional Authors: Dr. Peta Anne Baker

The question of what practitioners do when they perform social work functions continues to be fervently contested. This in part is attributed to the fact that nonfigurative descriptions such as conducting assessments, and providing psychosocial support create ambiguities in the minds of skeptics about the value of social work to society. Additionally, social work is still an emergent profession and as such descriptions of its functions will evolve in accordance with the development of the global village, and moreso as practitioners endeavor to develop their own indigenous approaches.

The research on which this paper is based, sought mainly to ascertain what tasks trained social workers and para-professionals undertake when they perform social work functions. Self-administered questionnaires were issued at the Inaugural Social Work Conference on Standards for Professional Practice in Guyana, and the response rate was 74.5%, with n = 149. Special emphasis is placed on four critical issues in the study. Firstly, social workers and para-professionals continuously undertake multidimensional tasks, but provide direct services mainly to children (44.3%), youth (34.2%) and teenaged mothers (28.2%). They are also in the best position to articulate what they do when they perform social work functions. Secondly, there are implications for practice, since the majority (39.6%) of those who perform social work functions had four years of training (undergraduate degree), and less than 5% above that level. Thirdly, definitive answers to the question require descriptions of social work functions that are stated in empirical, concrete, behaviourally specific language that non-social workers can comprehend. Finally, the work social workers do on a daily basis needs to be evaluated and recognised as contributions to higher order objectives in statements such as the IASSW Definition of Social Work, and current understandings of Developmental Social Work. These latter items contributed to shaping an agenda for further research.

3

Understanding the Lived Experiences of Jamaican Immigrant Youth in Canada

Presenter: Dr. Kathy Hogarth

Affiliation: University of Waterloo

Canadian statistics show that Jamaican immigrant youth account for the largest grouping of Caribbean immigrant youth in Canada. Other data sources point to the fact that Jamaican youth are more likely to be criminalized and face added challenges in society because of racial stereotyping. The goal of the research presented in this paper was to explore the experiences of Jamaican immigrant youth in Ontario through an investigation of the factors that facilitate and impede their positive outcomes. This research was based on a qualitative method of inquiry gaining insights from Jamaican immigrant youth, key informants and parents through in-depth interviews and focus groups. The ecological approach incorporating a risk and resiliency construct provided the framework for the research. The findings showed that the risk factors impacting the lives of Jamaican immigrant youth far outweighed the protective factors they experienced. At every sphere of functioning youth were faced with a myriad of factors impeding their success. In addition, the interplay of these factors at the various levels of the ecological framework further added to the challenges of youth's achievement of positive outcomes. The exilic experiences of youth supported the need to clearly delineate in the ecological construct the cultural community as distinct from the wider society. Cultural community for many youth was an important factor in shaping their national identities and increasing their sense of belonging within the collective. The findings also raised a number of questions about how culture impacts youth outcome and its role in the development of resiliency.

4

The Everyday Life Geographies of Older Adult Jamaican Canadian Transmigrants: A Visual Ethnograph

Presenter: Ms. Shanette Hepburn MSc., MSW., RSW., PhD. (Cand.)

Affiliation: The Ontario Institute for Studies in Education (OISE)/University of Toronto

This paper shares preliminary findings of a multi-sited visual ethnographic study that explores the mobile lifecourse strategies of 12 Jamaican Canadian older adults (age 60 and older) who decided to remain in Canada, return to Jamaica, or travel between countries after retirement. The study's central questions are: What are the experiences of Jamaican Canadian transmigrant older adults who live in and across Canada and Jamaica? What factors determine their geographical options at retirement? How do systemic barriers stemming from intersections of age, race, gender, and class impact their mobility strategies and residential decisions? This study is the first in gerontological social work and migration studies to utilize visual ethnography, operationalized as photovoice in conjunction with grounded theory methods to examine the lifecourse of Jamaican Canadian transmigrant older adults. Through a multi-modal data analysis process, the study seeks to expand the gerontological imagination by highlighting the everyday life geographies of older adults through their narratives and photographic images. The text-image juxtaposition has enabled the study's participants and I to be co-constructors of social inquiry and meaning within the context of transnationalism. This study is generative for gerontological social work as an applied discipline because it revises models that are bounded within the nation-state and will help to develop culturally sensitive and responsive services attuned to ageing and transnational lifestyles.,

5

Artistic Modalities in Gerontological Social Work Research: Possibilities for Innovation in Research and Education

Presenter: Ms. Shamette Hepburn MSc., MSW., RSW., PhD. (Cand.)

Affiliation: The Ontario Institute for Studies in Education (OISE)/University of Toronto

This workshop explores the use of art-based, multi-modal methodological approaches in gerontological social work research, specifically visual ethnography, operationalized as photovoice. It will present preliminary findings of a multi-sited visual ethnographic study that examines the mobile lifecourse strategies of 12 Jamaican Canadian older adults (age 60 and older) who decided to remain in Canada, return to Jamaica, or travel between countries after retirement. The study's central questions are: What are the experiences of Jamaican Canadian transmigrant older adults who live in and across Canada and Jamaica? What factors determine their geographical options at retirement? The use of photography by the participants has illuminated their complex experiences and representations- eliciting a richer data set of meaningful and nuanced themes related to systemic barriers, resilience, and agency that cannot be conveyed by narratives alone. The text-image juxtaposition has enabled the research participants and I to be co-constructors of social inquiry and meaning. This is an empowering aspect of the participatory and multi-modal data analysis process, which will provide an opportunity for us to engage in critical and reflexive interpretations of older adults' social realities in a manner that is supportive of their authentic self-expression. This approach provides a multi-modal record of older adults' lives while framing art as lived experience and creates possibilities for increased innovation in gerontological social work research.,

6

I Want Justice: Towards a Restorative School System

Presenter: Dr. Keron King

Affiliation: College of Science, Technology and Applied Arts of Trinidad and Tobago

Media reports have been never ending regarding school violence in Trinidad and Tobago. The general public is understandably concerned about an apparent increase in school violence. Public officials appear helpless in their aim to stymie this ongoing challenge and many now wonder if the school is still a safe space. Additionally, Secondary School children also identify their schools as having serious problems that range from fighting to stealing to disrespect of authority figures, bullying and the like (Katz et al. 2010). Students are not the only ones who report being victimized at secondary schools, forty-six percent (45.6%) of teachers in a 2010 study reported being victims of obscene remarks or gestures whereas twenty-seven percent (26.9%) reported being threatened by students. The problem is also present in the Primary School system, a recent study found that ninety-eight percent (98.4%) of primary school students in North Trinidad "indicated that they experienced one or more forms of bullying/victimization within the last term" (Seepersad 2014, p.30). School officials utilize a mixture of counselling and suspensions to treat with this problem. However, one approach that is absent from the present discussion is that of restorative justice which offers a victim-centered, inclusive, collaborative approach to this problem. This paper argues that school violence, like all anti-social behavior, affects relationships and the appropriate response should be restorative; one that seeks to make amends by holding offenders

accountable. It shall in the end present the need for restorative schools as a response to school violence.

7

Culture – the Link between Community and Environment

Presenter: Dr. Michaela Rinkel

Affiliation: Hawaii Pacific University

Sustainability is the crisis of this generation, emerging from unsustainable practices and policies entrenched by previous generations, necessitating transformational solutions in order to guarantee the wellbeing of future generations. Sustainability has been on the fringe of social work practice discussions for approximately three decades (Besthorn, 2012, Dominelli, 2012, and Clark, 2013), and yet has failed to significantly modify social work theory or practice. On the sustainability side, some have suggested that the failure of the sustainability movement to generate meaningful change is attributable to the neglected dimension of social sustainability (Vallance, Perkins, & Dixon, 2011), an aspect of sustainability that would seem a natural entry point for social work. The author conducted research with social workers who practice in the state of Hawai'i and self-identify as working in the area of sustainability. The aim of this research was to explore social sustainability through the lens of social work. This presentation reports on preliminary results of this research that highlighted connections between culture and sustainability. Hawaii's host culture and the centrality of a beautiful environment combine to serve as the guiding force for the practitioners who are bridging social sustainability and social work in the State. A significant finding from this early research is the role of culture in building connection between community and environment. Examples will be given of this culture-environment bridge as it is found in Hawaii. Discussion will explore how this bridge potentially applies beyond this state's borders, giving social work a key role in sustainability work.

8

What Works in Social Work: Exploring Indigenous Practice in Trinidad & Tobago

Presenter: Dr. Karene-Anne Nathaniel

Affiliation: University of West Indies, St. Augustine

The need to develop models of practice for Social Work in the Caribbean has been raised in different fora. In recent conversations with social work practitioners, they shared their experiences of using adapted models for working with selected populations with some success. A symposium was held to bring practitioners together to talk about "what works in social work" in the midst of the many challenges that the profession currently faces. Eighty social work practitioners and allied professionals in both the public and private sectors participated in interactive presentations from eight different organizations in Trinidad & Tobago to discuss the constituents of indigeneity and whether the work presented could be considered indigenous practices. This workshop will highlight the projects presented and the main points of the discussion, placing attention on the characteristics of effective social work practice identified and the nature of indigeneity. The most outstanding finding remains that a current trend of grassroots social work interventions that are community-based appear to be working to address major social problems associated with youth at risk in particular. The models presented seem to adopt a community development-orientation and to be closely aligned with the theory of praxeology. What makes these indigenous is that (i) they have been informed by direct active involvement of the communities themselves, (ii) they have evolved through a process of listening to and learning from communities, (iii) there is full community engagement, (iv) practitioners practice reflection –in and –on-action and (v) programmes have been adjusted accordingly.

9

The Effectiveness of Logotherapy in Alleviating Social Isolation for Visually impaired Students

Presenter: Dr. Mohamed M Elsherbiny

Affiliation: Sultan Qaboos University - Oman

Social isolation is one of the common problems faced visual impaired students specially in new situations. It refers to lack of interactions with others (students, staff members and others) and dissatisfaction of social networks with others. In addition, it means " a lack of quantity and quality of social contacts". The situation became more complicated if we know that visual impaired students at Sultan Qaboos University were in special schools for the blind completely away from any integration with regular

student, which may lead to isolation for being with regular students for the first time. Because the researcher is an academic advisor for all blind students in the college of Arts and Social Sciences at Sultan Qaboos University, he has noted (from the regular meetings with them) some aspects of isolation and many complaints from staff which motivated the researcher to try to alleviate problem. Logo therapy is an important therapy used in clinical social work with various problems to help children and young people who are facing problems related to the lack of meaning in their life. So, the aim of the therapy is to find meaning in life and to be satisfied with that life. The basic meaning for visual impaired students in this study is to provide opportunities to build relationships and friendships with others and help them to be satisfied about interactions with their networks. The study aimed to identify whether there is a relationship between the use of logo therapy and alleviating social isolation for visual impaired students. This study is considered one of the quasi-experimental studies, the researcher has used experimental method. The researcher used one design which is before and after experiment on two groups, one control (did not apply to the therapy) and experimental group which is applied to the therapy. About the study tools, social isolation scale (SIS) was used to assess the degree of isolation. The sample was (20) of the visually impaired students at the college of Arts and Social Sciences, Sultan Qaboos University. The results showed the effectiveness of logo therapy in alleviating isolation for students. Keywords—Social isolation, Logo therapy, visually impaired, disability.

10

The Need for Care and Factors Affecting Informal Caregivers in the Parishes of St. Lucy and St. James in Barbados

Presenter: Juliet Cumberbatch

Affiliation: The University of the West Indies - Cave Hill Campus

Barbados has been noted as one of the countries in an advanced stage of population aging and is the first country in the English speaking Caribbean with more than 10% of its population classified as elderly. This phenomenal shift in population aging along with limited formal structures, an aging in place concept and other factors has placed families in the forefront of caregiving at home. Aims Who are the carers of the elderly and to whom are they providing care? What are the financial challenges/burdens of caregivers? To what degree do any social policies and/or programmes facilitate caregivers' needs? Methodology The research utilised qualitative purposive sampling to collect data from 34 participants. Face to face semi-structured interviews with a researcher-designed questionnaire and the Zarit Burden Interview (ZBI, 1983) were instruments used to collect and analysed the data. Findings While families reported out of pocket or in-kind financial expenses, findings suggest that caring for their elderly relatives were not a financial burden but was a sacrificial responsibility of families. Moreover, caregivers suggest that the state should play a more supportive role as the older adults have made significant contributions to build a fundamental strong Barbados under the endurance of menial labour, depressive institutions and other factors. Future Strategies Formulate or enforce policies to minimise the challenges of elder caregiving which may assist in the enhancement of caregivers' and care recipients' well-being.

12

Trends and Development in Work with Selected Populations Inclusion/Introduction of Marriage and Family Therapy to Couple Work in the Caribbean

Presenter: Camille Huggins

Affiliation: University of West Indies, St. Augustine, University of the Southern Caribbean

Additional Authors: Glenda Hinkson

For many years connection and caring between individuals have developed into relationships and marriages. With high rates of complications, breakups, violence, and even grieving, dissolution and conflicts between partners and within families arise. When strain and conflicts arise, communication and understanding of the others history is key. Couples and relationships have particular dynamics that require specific interventions and perspectives. It is widely believed that Caribbean people do not fully invest in or subscribe to counseling/therapy as stigma may be attached to participating in therapy. In the Caribbean, when relational challenges arise, most persons refer to Pastors/Priests – who may have little to no counseling experience; or Psychologists/Psychiatrists – where individualistic resolutions can be the focus. However, improving and rebuilding relationships is the goal of couple counseling, specifically known as Marriage and Family Therapy (MFT). This is a professional field where systemic thinking

and relational dynamics is paramount. The utilization of MFT or even knowledge of the field is limited and largely unknown in the Caribbean. This presentation introduces marriage and family therapy, its underpinnings, concepts and benefits, especially in light of the Caribbean view of family or pluralism. It will also explore how the field of Social Work and Marriage and Family Therapy are intertwining in the Caribbean social work educational programs with the trend of family social work, and introduction of genograms

13

Integrating Mindfulness Practices in Teaching Inter and Intra Personal Development

Presenter: Ms. Clementia Eugene

Affiliation: University of Aruba

Mindfulness studies in higher education document increased attention, concentration, academic performance and reduced personal and academic stress of students. Mindful awareness research also indicates increased compassion and empathy; two essential qualities of a social work practitioner. First year social work students pursue the course 'Inter and Intra Personal Development' to support their transition into higher education; to discover one's self (intrapersonal) as a condition for understanding and working with others (interpersonal); and to take control of their own psychosocial well-being, practice continuous self-care, and reduce the likelihood of occupation stress as soon as they become part of a community of practice. As such, mindfulness practices were integrated in the course as a teaching research project. The Research question was 'what is the impact of teaching mindfulness practices in the course Inter and Intra Personal Development on social work students': (a) academic performance (b) management of personal and academic related stress and (c) intra and inter personal skills?' Students were introduced to mindfulness practices at the beginning and end of each class. Students were required to practice and record their experiences in a journal. Journal entries were analyzed using ENvivo. The Five Facet Mindfulness Questionnaire (FFMQ) and the Perceived Stress Scale and the Short Profile of Emotional Competence (S-PEC) were administered. A Focus Group Discussion was convened at the end of the course. The teaching research which was conducted in collaboration with the Centre for Quality Assurance presents the findings.

14

Anti-Oppressive Social Work with Disabled Persons

Presenter: Dr. Judy E. MacDonald

Affiliation: Dalhousie University, University of Windsor

Additional Authors: Dr. Irene Carter, Dr. Roy Hanes

Anti-oppressive social work practice with people with disabilities recognizes the importance of language in the social construction of disability, and acknowledges the social model of disability as being a prominent theoretical base for understanding ablist. The social model recognizes disability as universal whereby society and social arrangements disable people with impairments. However, the social model is not sufficient on its own, as it does not address the individual experiences of impairment. The authors offer an anti-oppressive practice (AOP) framework for social workers to engage with people with disabilities at the individual, family, and social levels. An AOP framework will be theoretically positioned and then illustrated through specific application to case studies. The authors suggest AOP interventions require an awareness of the oppressive social, political, economic and cultural context in which persons with disabilities live, a critical analysis of social issues and concerns, and a consideration of the practitioner's role in the oppression of others. Further, the authors believe it is critical for students of social work to have a strong theoretical understanding of this framework, along with confidence in the applied skill set for intervention. There is no doubt that social workers will be working with people with disabilities at some point in their career, and given the social justice base of our profession we are committed to working toward an accessible and inclusive society.

17

Ivan, Emily and the Grenadian Economy: Where Are We Now?

Presenter: Dr. Karene-Anne Nathaniel

Affiliation: University of West Indies, St. Augustine, Ministry of Social Development and Housing St. George's. Grenada

Additional Authors: Ms. Chrissie Worme-Charles

The aim of this study was to explore the experiences of Grenadian families during the economic down from the year 2010. The respondents were from different socioeconomic backgrounds, age, gender, educational and social status. All respondents were between 20-60 years old; four males and six females. This study utilized a qualitative research design, a non-probability purposive sampling strategy and in-depth individual interviews. The interview questions elicited first-hand descriptions of the participants' experiences and their reflections on them. The interviews addressed concerns, fears/worries, caring arrangements, coping mechanisms, strengths and felt needs. The data provided windows into the participants' overall concerns, fears and experiences during the economic downturn. The findings of this study suggested that the macroeconomic decline of Grenada's economy worsened by residual impacts of Hurricanes Ivan and Emily, contributing to high levels of destitution, helplessness and emotional distress within communities. In their response to their compromised income, the results suggested that gender roles, especially male gender roles and identity are significantly affected. There were also major implications for person's quality of life, health and educational pursuits. The study showed notable shifts within family life and the role of breadwinner. Persons seemed to do "what they had to do to survive" and made personal sacrifices as needed. It was concluded that lessons of the past, social capital, interdependency, spirituality and a strong culture of resilience allowed the participants to endure the impact of the economic downturn. This study stimulated conversations about sudden-onset poverty and vulnerability for which they were ill prepared. This presentation will feature heart-rending excerpts from actual narratives to illustrate the depth of difficulties currently faced. Future research should focus on the implications of economic stressors on men, spirituality, resilience and the parentification of children. Implications for Social Work practice are numerous including strengthening social safety nets, community organization, and community based income generation. Social issues around elective vulnerability of older persons born of personal sacrifice in the interest of younger relatives, child labour and transactional/survival sexual activities need to be explored.

18 **Decolonizing Deportation: Exploring the Link between Deportation and Structural Violence with Deported Men in Trinidad and Tobago**

Presenter: Dr. Cheryl-Ann Sarita Boodram PhD

Affiliation: University of the West Indies, St. Augustine

The movement of people has been the subject of regulatory policies that proclaim the intent to promote globalization and reduce the space between citizenship and national borders. This movement has been the cause of much tension, as for some citizens, globalization represents increasing opportunities for movement, while for others, the changes in global authority have resulted in travel bans, increases in the number of deportation and forced migration. This study moves beyond the individualistic dimensions of understanding deportation and utilizes a structural social work analysis to re-present deportation as a production of systems of power, influenced by class, race, citizenship and dominance. This presentation draws from a study which used participatory action research to understand the experiences of twelve deported men in Trinidad and Tobago. Findings show how deportation is constructed as a form of structural violence perpetuated by (i) Hierarchies; (ii) Invisibility; (iii) Context and (iv) Violation of human rights. This study is significant as it calls for the development of more critical social work practice approaches with marginalized groups and for decolonizing research methods to allow multiple voices to be heard.,

19 **Empowering Adolescents with Sickle Cell Disease (SCD): 'Hope Lives Here'**

Presenter: Mr. Alphonso Lorenzo Blake

Affiliation: Caribbean Institute for Health Research (CAIHR) - Sickle Cell Unit (SCU)

The challenges facing adolescents in their characteristic quest to find their identity and determine their roles in society are magnified in those living with sickle cell disease (SCD). SCD is chronic, with multiple physical and psychosocial manifestations, and often causes significant pain, delays in physical maturation, and poor school attendance. Persons may be ridiculed and/or ostracized because of features of their disease, and are at a greater risk for maladaptive and risky behaviours. In 2013, a team at the Sickle Cell Unit, UWI came together and initiated an annual summer camp under the theme 'Hope Lives Here'. The objectives of the camp are to: 1. Increase awareness of the disease and its implications; 2. Train youth leaders to become peer educators and advocates for others living with SCD; and 3. Empower participants to be more involved in self-care. The now week-long annual day camp covers issues relating to SCD such as genetics, common complications, and pain management. Over the years, in addition to

career guidance and life/social skills talks have included conflict resolution, sex & relationships, grooming and hygiene, and investment advice. Facilitators utilize interactive sessions, team building activities and games to engage participants. Annually, between 18 and 22 campers have attended with the latest operational cost of ~\$665,000.00. Feedback from campers and their parents is extremely positive with most participants keen to return. Return attendees have manifested behavioral changes such as maturing into effective team leaders, and reporting being more participatory in school and other positive activities.

20

First Year Social Work Students on Navigating Self Care Activities

Presenter: Kimberly Hinds Heron

Affiliation: University of the West Indies, Mona for ALL authors

Additional Authors: Ms. Arna Elliott Rattray, Shawnae Burns,

The nature of the social work profession is to help clients enhance or restore their capacity for social functioning (NASW, 1973). How do we strike that healthy balance of caring for ourselves while we seek to care for others? Self-care is critical to our personal well-being but it also has a direct correlation on the quality of service we provide to our clients. (Baird, 2008, p. 153) This research examined first year social work students' current attention to personal wellness and their preferred self-care activities. The population was an entire cohort of fifty-one first year social work students. A pre-test/post-test was used which allowed "a quantitative or numeric description of trends, attitudes or opinions of the population..." (Creswell, 2009, p.145). The instrument was a self-administered questionnaire from Saakvitne, Pearlman and Staff of TSI/ CAPP (1996). Transforming the pain of vivacious traumatization. Self-care assessment. The instrument contained sub types of self care activities such as, psychological, emotional and spiritual. Data was collected on the first day of class (pre- test) and again on the last day of class(post-test). During the semester, students were engaged in learning various modes of self care typologies, which included deep breathing, nature walks, progressive muscle relaxation, meditation and yoga. The data was analysed using the Statistical Package for Social Sciences. Preliminary findings revealed that students had challenges navigating emotional self-care and were inclined to engage with spiritual self-care activities.

21

Does Modernity Adversely Impact on Lifestyle and Behaviour of a Christian Youth Ministry in South Trinidad? A Case Study.

Presenter: Mr. Ralph LeGendre MEd., MSSW

Affiliation: College of Science Technology and Applied Arts of Trinidad and Tobago (COSTAATT) for ALL authors

Additional Authors: Crystal Sudama, BSW, Rene Brown, BSc. (Psychology), Carol LeGendre, Student,

In Christian youth ministry culture, controversial topics such as abortion, sexual abuse, substance, suicidal ideation, and same-sex relationships are sometimes avoided or minimized. For Christian youth, the syncretism of the values and culture of recent generations produces modes of religious expression that challenge traditional mainstream religious organizations (Ream, G & Savin-Williams, R., 2003). Research in Trinidad and Tobago have identified several risk antecedents for youth; other studies have shown that religion acts as a source of resiliency against negative environmental influences, such as depression and delinquency. Adolescence is period when individuals begin to question and challenge their religious and spiritual beliefs and attachments. This exploratory study enquires into impacts that secular modernity can have on Christian youth, and whether varying aspects and levels of religiosity enable and protect against pervasive negative modern influences. Attachment theory, Strengths, as well as Ecosystems perspectives inform this study. A multi-method approach has been adopted. Questionnaires (n = 50) were distributed to a Christian youth ministry; three focus groups were also conducted. Preliminary results show that questionnaire responses were strongly skewed towards positive outcomes for religious activities; however, the focus groups provided varying viewpoints. It seems to suggest that best practices are guided by a youth development perspective, which capitalizes on youths' own strengths and assets and trusts them to make informed decisions regarding their own lives in order to ensure positive outcomes and preparedness for adulthood.,

22

The Bobo Shanti of Trinidad: Community Organization, Resistance and Resilience – Implications for Social Work Practice and Research

Presenter: Mr. Ralph LeGendre MEd., MSSW

Affiliation: COSTAATT, The Centre for Human Development, Jones Psychometric Testing

Additional Authors: Nicole Bernard, BSW, Patrice Jones

Conclusion - Transformation of one's immediate surroundings can lead to other positive changes. Community partnerships, which are integral to the patient's mental health, were formed. Transformation in the lives of MK and his father was contingent on the Social Worker intentionally galvanizing community resources to implement desirable changes.,

23

Mindfulness: Stress Immunization for Social Workers

Presenter: Ms. Clementia Eugene

Affiliation: University of Aruba, Department of Social Work and Development

The noble profession of social work is well known for generating stress, burnout and compassion fatigue. This stress response to the profession has the possibility of adversely affecting our mental and social health. A plethora of studies document the positive impact of mindfulness practices in stress reduction, decreasing burnout, increasing self-awareness, creativity, memory, attention, empathy, compassion, resilience, health, and even longevity. The workshop will present the science of mindfulness focusing on neuroplasticity and how we can change the structure of our brain by breath alone, to immunize ourselves against stress and experience better quality of life. The content of the workshop will orbit around experiences in the teaching of mindfulness to social work students at the University of Aruba and personal experiences. Participants will actively engage in varied mindfulness exercises such as breath awareness, sensory meditation, body scan and Loving-Kindness Meditation. It is anticipated that participants will embrace mindfulness as a means of reflective practice, self-awareness and continuous self-care with a view to immunize social workers from the stress response in practice and in education.

24

Family Engagement: Presumptions, Practices, Prescription and Partnerships

Presenter: Jacqueline Getfield

Affiliation: Department of Social Justice Education, OISE, University of Toronto

The introduction in a 2014 policy document produced by the Ministry of Education in Ontario, Canada states: "An equitable, inclusive education system is one in which all students, parents, and other members of the school community are welcomed and respected, and every student is supported and inspired to succeed in a culture of high expectations for learning." This paper seeks to question and begin to re-imagine how Ontarian schools may better engage racialized immigrant parents/caregivers, their children/students and school staff (including Social Work professionals). Through the work of critical theorists such as Gloria Ladson-Billings and Patricia Hill Collins, and through the works of Carl James and George Dei's in anti-Black racism (ABR) and Africentric education in Canada, I will consider the well-documented challenges of racialized immigrant students and their parents/caregivers and their conditional engagement with school staff. The impact of 'normative' demands on immigrant parents/caregivers and their children is punitive as they navigate the policies and procedures of the K-12 educational system in Ontario – a system that marginalizes "foreign" knowledges and experiences. The power imbalance and resulting racial disconnect between immigrant parents and educators present insurmountable educational barriers. Parents are expected to advocate in a highly legalistic and literate environment where racism, classism and ableism underscore the taken for granted ways. Their children must quickly and seamlessly assimilate in a hostile school environment among their peers while fighting the assumptions and overcoming the debilitating perceptions held by educators in authority over them. The practice and care of Social Work professionals are imperative.

25**From Entrapment to Liberation - Transformation of the System within the System****Presenter:** Maureen Faywana Heavens Little**Affiliation:** University Hospital of the West Indies, University of West Indies, Mona**Additional Authors:** Dr Roger Carl Gibson

In many instances, our patients' living arrangements are unacceptable, and they lack the will, resources, or social connections to ameliorate their situation. Thompson and Morrison (2001) speak to the positive impact that housing improvement has on patients' physical and mental health. Lamb (2014) notes the key role played by Social Workers in identifying and accessing local services which meet people's needs. (Norman Lamb). This qualitative case study examines the plight and transformation of a family consisting of forty-four year old MK who, at age thirteen years was diagnosed with ADHD, and later with Schizophrenia, and his sixty-four year old unemployed father, who is a hoarder. It shows how the Social Worker successfully galvanized eighteen, individuals, eight companies, and one church organization to transform the lives of this family. Three truck loads of broken, rotting furniture, clothing, other debris, and two rotting cars were removed. A plumber, roofing specialist, welder, interior decorator, painters, and gardeners were utilized. The transformation was remarkable. MK stopped wandering the streets, and frequenting the Social Work Department, and other agencies. His father joined MENSANA, (support group for families of persons diagnosed with mental illnesses). Community partnerships were forged. This case study corroborates other findings which substantiate a significant correlation between supportive relationships and healthier behaviour patterns. (Wilkinson and Marmot 2003). It highlights the utility of the Systems Theory, and the concept of, as Sohlman (2004) postulates, social support undergirding the mental health of our patients.

26**Perceived Susceptibility to Mental Disorders among Marijuana Smokers Attending a Tertiary Institution****Presenter:** Ms. Neena Albarus**Affiliation:** The University of the West Indies

This exploratory qualitative study sought to investigate the question "how do marijuana smokers at a tertiary institution perceive their susceptibility to mental illness?" The study utilized an instrumental case study design. Convenience and snowball sampling techniques were employed to garner participants. Inclusion criteria were that participants had to be enrolled at a tertiary institution and smoking at least an average of one spliff of marijuana per week for at least one year. Data collection comprised of 12 in-depth interviews with participants (6 males and 6 females), direct observation and content analysis of the amended Dangerous Drugs Act of 2015. Emergent were the themes of personal experience, social environment and low risk perception for mental illness. It was concluded that the risk perception for mental illness was low. Participants perceived marijuana use as a viable coping strategy and demonstrated limited understanding of the negative effects of smoking marijuana.

27**Social Work and Migration - Approaches from Germany****Presenter:** Juri Kilian**Affiliation:** University of Kassel

The year 2015 has been historical in German history. More than a million refugees from Africa, Middle East and Asia have crossed the borders, most of them without identity papers. In 2016 about 600.000 people have again entered the country and have led to a sharp increase of diversity of the German population. The German society has so far been widely supportive to refugees to show solidarity even though right wing and anti-immigration movements and parties are on the rise. Among the refugee population many unaccompanied minors have arrived and have been taken in care under German child protection law and have been placed in group homes which are part of the social work system of the country. Due to the high demand of professional staff for the group homes many social workers have switched into this field and most Universities have developed curricula to educate and train social work students for professional work in a society characterized by a strongly growing diversity in terms of ethnicity, nationality and culture. The social work sector is getting more and more attention being an important arena to find solutions for

the huge challenges the society is facing with the situation. The paper is supposed to introduce and discuss contemporary German approaches of social work education and practice in terms of migration, diversity and multiculturalism with a transnational perspective.

28

Learning to Practice: Use of Practice Simulation to Train Social Work Students

Presenter: Ms. Sherene Williams-Hemmings

Affiliation: University of West Indies, Mona for ALL authors

Additional Authors: Kimberly Hinds-Heron, Arna Elliott-Rattray, Nicola Williams

Field Education has been regarded as the signature pedagogy of Social Work Education. It represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. It is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of programme competencies (CSWE 2008). The Social Work Unit at The University of the West Indies, Mona has always enjoyed a symbiotic relationship with agency supervisors. Following several student evaluations and supervisors seminars it became apparent that there was a need for a “bootcamp” to allow students to fortify their practice skills and for lecturers to employ a different method bridging the gap between pedagogy and andragogy. In response to this call sixty-seven second and third year social work students were engaged in practice skills training sessions over a three day period exposing them to practice simulations across the three levels of social work domain. The classroom was transformed into simulation rooms. It was instrumental in coalescing conceptual foundation into practice behaviour. This paper analyses the effectiveness of this eclectic approach to social work education. Students lauded the initiative as an effective one which allowed for a safe space, shared experiences and cross-fertilization. It empowered second years to transition into their practicum with lessons shared from the third years. Students testified that the training was “awesome”, “real”, “empowering”, “should have been done in first semester” and reinforced what they were learning in the classroom.

29

Using Mindfulness Practices to Enrich Individual and Community Wellness

Presenter: Dr. Kamilah Majied

Affiliation: Howard University

This workshop will guide participants through developing the skills to use mindfulness -based interventions to improve mental health and facilitate cross-cultural conflict resolution. The workshop will open with an overview of the broad array of international research that identifies the positive impact of mindfulness-based practices on mental health and social functioning. There will also be an overview of the literature and best practices regarding mindfulness-based conflict resolution and mindfulness-based social justice action. The workshop will contain several didactic discussions of various types of applied mindfulness practice and then guide participants through experiential activities that allow them to practice using the techniques. For example, the presenter will discuss the clinical literature and mental health practice research and describe how mindfulness is used to become aware of emotions that may be slightly outside of conscious cognition. Then the presenter will lead experiential exercises that guide participants through raising their emotional awareness and managing emotional material through diaphragmatic breathing and other mindfulness techniques. There will be an overview of how mindfulness can be used to gain awareness of bias, prejudice, and discriminatory ideas and then participants will be guided through an exercise that allows them to explore their unconscious bias using mindfulness practice. Finally, there will be an overview of the process by which mindfulness-based interventions are used to facilitate cross-cultural conflict resolution and participants will have an opportunity to observe and practice this process as led by the presenter.

30

Essential Social Work Skills Gained Working at an Addiction Treatment Facility in Jamaica

Presenter: Ms Arna Elliott-Rattray

Affiliation: The UWI Mona

Critical self-reflection and introspection helps to give insight into our knowledge base. The knowledge gained, emerged from working at the main level IV intensive in-patient services with medical management facility- the only such facility in Jamaica. Being a social worker in such a facility allowed for the development of unique competencies. It allowed for harnessing essential clinical experiences and improvement of case management proficiency. The paper elucidates specific skills learnt while working in the field with clients (including their families) that have a substance abuse issue. Skills that will be discussed include knowledge of the accepted model for addiction, the need to have knowledge of self-help communities (that which are specific to Caribbean), relapse prevention, ability to understand familial issues, the need for community assurance, motivational interviewing, crisis management and how to tailor helping strategies and treatment modalities to clients' stage of dependence, change and recovery. Substance abuse is perceived to be nobody's business and cultural perceptions play an active role in its escalation. Interactions with family members reveal the severity of the issue. Additionally, the National Council of Jamaica Survey 2013 showed that drug use has increased age of first use being alcohol 12.3 ± 2.74 , cigarettes 12.4 ± 2.69 , and marijuana 12.9 ± 2.6 . As we develop professional identities, particularly in the Caribbean, it is important that Social Workers improve their knowledge in this practice realm as the phenomenon is not going away.

31

Engaging Discourses of Race in Domestic Violence Social Support Work in Trinidad and Tobago

Presenter: Kendra-Ann Pitt

Affiliation: University of Toronto

In this paper I query the role of discourses of race in the provision of domestic violence support services in Trinidad and Tobago (T&T). This paper is based on qualitative research that examines the provision of domestic violence social support in T&T while considering its neoliberal and postcolonial context. I situate domestic violence social support work— interventions provided by but not limited to social workers— as a site of tension. I suggest that these tensions are informed by providers' ideal of engaging in emancipatory practice, ultimately aimed at disrupting the perpetuation of violence in communities; and by the fact that inherent to this site of social support work is a particular history of regulatory interventions that privilege specific forms of social relations. I engage with notions of gender, race, sexuality, respectability and nation as themes that animate these tensions in domestic violence work in the current context. More specifically, in this paper I aim to explore the ways in which domestic violence social support workers engage with understandings of race in their praxis. I am interested in attending to how what I consider to be a palpable politics of race in T&T comes to shape support workers' understandings of their praxis. As such, I will examine some of the ways that workers narrate their engagement with discourses of race. I wish to attend to some of the expressions of these tensions and to consider their implications for social transformation and disruptions of gendered violence.

32

Re-Entry: A Comparative Study of Male and Female Juvenile Offenders and Their Experiences with the Education System in Trinidad & Tobago

Presenter: Ms. Jolene Romain

Affiliation: Family Court of Trinidad & Tobago

This study proposes to dichotomize the experiences of male and female juvenile offenders and their re-entry into the education system, subsequent to being processed through a Court for committing a juvenile offense. The research aims to highlight, compare and contrast the experiences of these youth, matched against the perceptions of school officials, upon their return to the school system. The study will begin by determining the ratio of male to female students that return to school and the criteria on which school administrators permit them to re-enter, whether formal or informal. Theorists have generally purported that the challenges of male juvenile offenders are prioritized over those of their female counterparts. Shaffner (2006) posited that where juvenile justice is concerned "academic studies, policy development and funding have and continue to focus on the situations and experiences of boys". This research therefore offers a unique perspective and is intended to add to the limited body of knowledge available on the experiences of juvenile offenders in Trinidad and Tobago. A mixed methodological approach is proposed for this study, adopting a qualitative approach to understand the lived experiences of the youth and a quantitative approach to gather information on school administration and teacher perspectives. This research proposal proffers a frame of the study with the intention of soliciting feedback and guidance, as a precursor to the data collection process.

33

Finding a Niche and Developing a Competency-Based Standard for Paraprofessional Social Workers

Presenter: Ms. Cerita Buchanan

Affiliation: University of West Indies, Open Campus, UWI, Mona

Given the socio-economic and political climate within which social workers operate in the region, human resource support becomes important to enhance and advance the work with society's most vulnerable populations. The emergence of paraprofessional social workers in Jamaica came out of a need for social work assistants who would fill the human resource gaps and perform lower level skills and functions. However, due to a lack of guidelines and standards for paraprofessionals there have been no regulations that would allow for a systematic structure and a universal standard of practice. A consequence of this unregulated system is the misuse of the term "social worker" and its potential risk of ethical misconduct, malpractice, and professional liability. Developing standards of competency-based training and practice will help to alleviate some of these problems and create a system of monitoring while creating a professional identity for "under the radar" organic practitioners.

34

Women and Formal Voluntary Community Leadership in Jamaica: Implications for Social Work Practice in Communities

Presenter: Mr. Warren A. Thompson

Affiliation: Institute for Gender And Development Studies, UWI Mona And UWI, Mona

Additional Authors: Dr. Peta Anne Baker

As social systems, communities have structure, history, and ways of functioning (Johnson & Yanca, 2001). A community's structure and its type and pattern of leadership are influenced by entrenched ideologies, which are often patriarchal. This paper is a discussion of the influence of patriarchal gender ideology on formal voluntary leadership in Jamaican communities. The discussion forms part of a wider study that seeks to develop a model for women's engagement in formal community leadership.

This paper uses gender as a frame of reference to examine the representation of women in formal community action as depicted in the island's largest newspaper and in other sources. The main sources of data for this paper are articles published in the Jamaica Gleaner from independence (1962) to the present time, the Report from the National Community Councils Conference of 1979 and the list of community leaders maintained by the Social Development Commission for 2015 and 2016. Content analysis methods are employed to examine the depiction of women in these source documents.

The results suggest that gender has significant bearing on the roles played by women in formal voluntary community action, particularly at the level of formal leadership in community governance structures. These findings have implication for the teaching and practice of community development, and social work with communities.

Keywords –women, community, community leadership, community councils

35

Leadership Preparation for Emerging Social Workers

Presenter: Melissa Henley

Affiliation: Morgan State University, West Chester University of Pennsylvania

Additional Authors: Christa C. Gilliam

Keywords: family functioning; school violence, secondary school students, family; at-risk youth.

36**Psychological Distress of Fatherless Black Women****Presenter:** Melissa Henley**Affiliation:** Morgan State University, West Chester University of Pennsylvania**Additional Authors:** Christa C. Gilliam

The impact of fatherlessness has been widely explored resulting in the establishment of programs and policies targeting black boys and men. Additionally, the importance of the role of fathers in the lives of children is emphasized in research. Paternal involvement has a positive impact on the social and psychological development of children, yet the literature is scant regarding the impact of fatherlessness on black girls and women. Black women suffer in silence from psychological distress caused by various factors and underutilize psychological resources to address their distress, instead relying on self-reliance and self-silence to cope while continuing to pursue academic achievements, professional advancements and social success. Black women, often regarded as strong and independent, are seemingly penalized for their resiliency, which was borne out of necessity, often as a result of fatherlessness. This presentation seeks to explore the relationship between the fatherlessness and psychological distress in black women and to discuss strategies to challenge structures that have historically ignored the impact of fatherlessness and black women in the African Diaspora.

37**The Social Work Intern Dilemma****Presenter:** Ms. Sharon-Rose Gittens**Affiliation:** Barbados Association of Professional Social Workers (BAPSW)

In 1998 the Bachelors of Social Work began at UWI Cave Hill Campus. To complete the Bachelors of Social Work, the social work student must complete a number of selected courses and a field placement. This field placement ensures that the student is exposed to macro-practice in relevant environments that his/her field placement officer deems appropriate for the social work profession and allows the student to be supervised by a suitably qualified professional. Social work students can therefore be found assigned to a number of Social Work agencies as well as a secondary school environment for a required period of three months. Within these three months of one their main objectives is the creation of a project or programme that benefits at risk children. At the end of placement, social work students may graduate with First Class, Upper Seconds or Pass to join the noble helping profession as a social worker. Most of them are usually employed by the social agency they were attached during their field placement except the school environments. Our school environments need help, beyond the Guidance Counselor, HFLE curriculum and extra-curricular activities yet social workers are not employed within the school environment. Social workers need to be placed in secondary schools to address issues which exist in the presence of Guidance Counselors. Just as they have added value to their social work agencies on graduation they can do the same in the school environment. As our society ages, the social work student must remain focused that the dynamic shift from a two parenting relationship to a grand-parent child challenges.

38**Community Sustainability through the Activist University****Presenter:** Mr. Lincoln Williams**Affiliation:** UWI Open Campus for ALL authors**Additional Authors:** Ms. Cerita Buchanan, Ms. Sarah Bailey-Belafonte

Tertiary institutions have a mandate to provide relevant services and research to support sustainable community development. In enforcing this new thrust, the UWI has a new mandate of presenting the institution as an "activist" University that is deeply embedded in advocacy and sustainable change in Caribbean Development. Jamaica has a myriad of social problems that require multi-sectoral collaborations to begin to tackle these problems. In addressing these critical social issues, tertiary institutions have shifted from a "reactivist" to a "preventative" approach. This presentation will explore the role of tertiary institutions in the Caribbean in creating and maintaining sustainable communities utilizing the Community Leadership and Development programme as a case example. The Community Leadership and Development certificate programme aims to equip grassroots community leaders and activists with the critical knowledge and practical skills needed to exercise or influence effective participatory leadership and carry out empowering community development activities. Developed by The UWI Open Campus, Social Welfare Training Centre in collaboration with stakeholders from the private and public sector as well as community-based interest groups,

this programme illustrates how effective partnership can lead to the creation of innovative solutions for sustainable communities. The programme is a good example of the importance of building networks to promote an integrated approach to theory, practice and policy development through training and research. Utilizing a participatory methodology the presentation will include quantitative and qualitative data from initial programme evaluation.

38

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Presenter: Mr. Lincoln Williams

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39

Baton Rouge Area Violence Elimination (BRAVE) Project

Presenter: Dr. Juan J. Barthelemy Ph.D., LCSW-BACS

Affiliation: Louisiana State University School of Social Work

The Baton Rouge Area Violence Elimination (BRAVE) Project is a group violence reduction strategy (GVRS) that was designed and implemented to reduce the high homicide and violent crime rates in Baton Rouge, LA. This presentation will provide a description of the project and talk about the importance of the multidisciplinary/multiagency approach to addressing youth violence. The GRVS model is based on the Focused Deterrence model for addressing crime. We will discuss how the model was adapted for implementation in Baton Rouge. The presentation will also present descriptive statistics, which will provide an overview of crime in Baton Rouge prior to and following the implementation of the BRAVE Project. We will also provide focus group and survey results from community residents regarding their perceptions about law enforcement and the BRAVE project. In addition, the presentation will discuss the results and strategies that have been implemented in the target community to improve relationships between law enforcement and the Black community. Lastly, we will provide an overview of initiatives that are currently being developed to try to maintain the reductions in crime that Baton Rouge has experienced since the implementation of the BRAVE Project.,

40

Using a Case Example to Illustrate the Benefits and Limitations of Using a Person-Centred Therapeutic Approach with Clients in Crisis

Presenter: Andrew Wison

Affiliation: George Spady Society

The author explores the usefulness of a person centred therapeutic approach as a practitioner in a Canadian agency that provides assessment, services, and counselling to clients in crisis. The clients that seek help are among society’s most disadvantaged,

people; for example, people, as illustrated by a case example, who are homeless and have a disability. In particular, a case involving a client with a Fetal Alcohol Syndrome Disorder (FASD) provides an in-depth look at how a person centred approach is both beneficial and, at times, limiting in addressing the personal needs of the client with FASD and the social oppression that has resulted in the client's ongoing need for social intervention to manage. The author promotes an eclectic approach to therapeutic intervention for people with FASD by suggesting the utilization of other therapeutic models, such as, task centred, narrative, and solution-focused approaches to supplement, when needed, a client centered approach. The particular needs of clients with FASD are highlighted including the need to often address recent or historical trauma-related symptoms through the guiding principles of safety, trustworthiness, collaboration, empowerment, and choice, ideals compatible with a client-centered approach. However, it is illustrated through the use of the case example how the client-centered approach is limited in effectiveness unless other therapeutic approaches are integrated into an eclectic approach to meet the client's needs.

41

Adolescent Gambling in High School

Presenter: Ms. Deandra Small

Affiliation: University of the West Indies, Haile Selassie High School

Additional Authors: Ms. Shellian Campbell, Mr. Joseph Heron

The office of the Dean of Discipline seeks to address the growing issue of problem gambling among the students of a non-traditional high school in Jamaica located in one of Jamaica's most renowned garrisons. Led by Social Work Students on Practicum known gamblers participated by providing useful information surrounding their gambling habit. Gambling is simply one of a myriad of social issues affecting inner-city youth. This gambling phenomenon among youths however, is not limited to his particular school as other similar type schools across the island also face similar gambling challenges. Gambling is considered to be a roadblock to learning as more frequent gambling occurs during periods designated to teaching. Through discussions and with the aid of a questionnaire students gamblers were asked to take part in this research aimed at getting information as to why adolescents gamble, how it affects their academics and how they were introduced to it. Additionally, students are asked to share the ways in which they conducted gambling while also clarifying the levels of violence they were exposed to as a result of gambling. Gambling during adolescence can lead to adverse outcomes such as strained relationships, delinquency and criminal behaviour, depression and even suicide (Derevensky and Gupta, 2004), as such the aim is to use the findings to minimize both the level of participation and the effect of gambling among adolescents.

42

Human Rights as Social Work Education

Presenter: Ms. Ailsa M. Watkinson

Affiliation: University of Regina, UWI, Cave Hill

Additional Authors: Letnie Rock

Social work has been described as human rights work. The Ethics in Social Work, Statement of Principles (2004), developed by the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) directs social workers to adhere to international human rights document and principles. The Statement lists a number of human rights documents that guide the ethical practice of social workers around the world, including the United Nations Convention on the Rights of the Child (CRC). Similarly, the Canadian Association of Social Workers (CASW) Code of Ethics also directs social workers to uphold the rights and freedoms found in international and national human rights legislation. All members of the United Nations, with the exception of the United States, have signed the CRC which, among other rights, guarantees a child's right to be free from physical punishment (sometimes referred to as corporal punishment, spanking, flogging). Using, as an example, the findings from our study on the attitudes of graduating social work students in Barbados and Canada regarding child physical punishment, we argue that there are pedagogical and ethical imperatives for social education to embed human rights principles into the entire curriculum. Human rights education encourages students to identify anti-oppressive practices, provides the tools to advocate for the rights of all citizens and equips students with a level of human rights literacy that enhances social work practice. The findings of our study highlight a pressing need to absorb human rights education throughout social work education.

43

Climate Change and Vulnerable Coastal Communities in the Caribbean: A Research to Action Agenda

Presenter: Dr. Anna Hayward

Affiliation: Stony Brook University School of Social Welfare

Caribbean island nations are particularly vulnerable to rising sea levels, extreme weather events, and other impacts of climate change impacting small island nations and coastal communities. This presentation identifies climate change related environmental health risks and social and economic consequences for vulnerable communities. Recent research on expected trajectories related to climate change as well as predicted impacts will be presented. Following an analysis of immediate and long term risks, presenters will suggest mechanisms for community based social work interventions. This presentation addresses the conference theme of: sustaining and sustainable communities. In coastal and inland communities, both in Jamaica, as well as elsewhere in the Caribbean, residents face changing weather patterns impacting farming (affecting diet, nutrition, and economic stability) coupled with changes to coastal landscapes (rising sea levels, dying coral reefs, decline in fishing stock) with direct health social and economic impacts. Social workers are uniquely poised to address these and other environmental health challenges arising from climate change using fundamentals of eco social work and environmental justice. Through case examples, presenters will explore environmental justice oriented mechanisms for addressing climate change related challenges in vulnerable Caribbean communities.

44

Working with Men to Prevent Family Violence: Findings from a Fatherhood Program

Presenter: Dr. Anna Hayward

Affiliation: Stony Brook University School of Social Welfare

Family violence--a broad term encompassing many forms of abuse against intimate partners and children--is a pervasive public health issue with serious physical and mental health consequences. Fatherhood programs offer an innovative approach to family violence prevention. Creating effective prevention programming requires a clear understanding of the particular risk and protective factors for family violence among the specific population of at-risk fathers. The present study examined risk factors for family violence among a sample of low-income fathers in the US (N=686) who enrolled in a father involvement program. This presentation addresses the following conference themes: (1) violence in the home, school & community and (2) trends and developments in work with selected populations. Using multiple regression analysis, we examined the risk and protective factors that predicted approval of family violence. The final regression model was significant ($F=28.82$, $p<.001$, $R^2 =.32$) indicating that the predictors accounted for 32% of the variance in violence approval scores. Violent socialization, substance use, hostility toward women, lower self esteem, and lower social integration were all significantly associated with higher family violence approval. This study sheds some light on our understanding of attitudes, experiences, and behaviors of fathers who be at risk for violence toward family members. This presentation will describe the development of a violence prevention intervention for fathers that included challenging negative attitudes towards women, addressing social integration through fostering social integration through male-based groups and mentoring, and providing opportunities for positive parenting. Learning Objectives • Identify common risk factors for intimate partner violence and child maltreatment • Explain the particular risk factors for intimate partner violence and child maltreatment of men who are enrolled in a father involvement program • Describe programmatic improvements that can be made to address risk factors for intimate partner violence and child maltreatment in father involvement programs.

45

Mass Incarceration and Survival Sex in African American Adolescents

Presenter: Dr. Von E. Nebbitt

Affiliation: Washington University in St. Louis

Evidence indicates that young people in the sex trade often reports a history of high-risk sexual behaviors. Missing from the literature on the relationship between sex-risk behavior and involvement in the sex trade is how, or whether, this relationship is impacted by parental incarceration. Indeed, the loss of a parent(s) to incarceration forces their offspring to engage in survival sex to meet their basic needs. Evidence suggest that having an incarcerated parent significantly increases the odds of engaging in the sex trade. This is an important and timely issues given that 1 in 9 African American youth nationally, and 1 in 3 African American youth living in urban public housing, has an incarcerated parent(s). Using a sample of 130 African American young people living in public housing, this paper contributes to this gap in knowledge by assessing how, or whether, the relationship between exchanging sex for money and sex-risk behaviors are moderated having an incarcerated parent.

47

Best Practices in Social Work Field Education: Agency-University Partnerships

Presenter: Ms. Cindy Hunter MSW Director of Field Placement

Affiliation: James Madison University, Department of Social Work, Independent Consultant

Additional Authors: Gelina Fountaine

Excellence in field education is foundational to social work education. Field directors provide program leadership and the director's role is multidimensional, requiring specialized knowledge. Field directors are often recruited from social work practice (Dalton, Stevens, & Maas-Brady, 2011). Knowledge about the position often comes from the director's experience of serving as a field instructor and/or field liaison. Experience in the field is valuable but not sufficient to equip field directors in fulfilling their multifaceted role and meet competing demands of students, administrators, regional context and field settings (Buck, Bradley, Robb, & Kirzner, 2012). In addition, the complexity of the role requires field directors to be nuanced in ethical decision-making (Buck, Fletcher & Bradley, 2015). This workshop orients field directors to the literature and best practices for creating partnerships that are mutually beneficial to both the community partners and university. It highlights one case study between a university in the USA and a program in Dominica.,

48

Male Social Workers in Contemporary Trinidad and Tobago: Roles, Importance, Challenges

Presenter: Mr. Ralph LeGendre MEd., MSSW

Affiliation: COSTAATT for ALL authors

Additional Authors: Kahdil Beharry Singh (Student), Raja Ragoonath (Student)

Many popular professions developed from male perspectives of scientific knowledge; moreover, they are organized to support the self-interests of those involved. Social work developed from an opposite frame of reference, and has been a female driven profession from inception. Social work is a gendered activity in terms both of its workforce and of the students who enter this profession. There is a paucity of men in social work and social work education. This statistical irregularity negatively impacts the importance and relationships between males and females, its meanings for society, and questions of emotional support; it is reflected in questions concerning the uncertain and contending concepts of masculinities in contemporary society (Crabtree & Parker, 2014). Trinidad and Tobago has been ensnared in a downward spiral of social problems, of which crime, including horrendous homicides, have disfigured and shredded the fabric of the society. Social work's voice has been particularly muted while challenges continue to impact the major institutions of society. Males have contributed disproportionately to the grim escalating statistics. This paper investigates the views and understandings among social workers and social students what function they could or should perform as professionals. Focus groups utilizing males and females drive the discourse.

49

Roles and Responsibilities of Social Work Field Directors

Presenter: Ms. Cindy Hunter MSW Director of Field Placement

Affiliation: James Madison University, West Chester University of Pennsylvania

Additional Authors: JANET BRADLEY, MSS, MLSP, Riva Zeff MSW Field Director and Clinical Professor Social Work Program ,

Field directors typically hold primary responsibility for the administration of placing, monitoring and evaluating students as well as the recruitment, training and retention of qualified field setting and instructors. A synthesis of relevant literature as well as practice wisdom will be used to discuss these major components of the field program. Special attention will be given to the decision-making processes that arise in administering the program. Participants will be given a broad-brush view of the responsibilities of the field director in managing a field program. The presenter's various roles in social work education as field directors, field instructors, liaisons, members of field councils and consortia, scholars, and trainers of field directors will offer a diverse and realistic perspective. This workshop intends to stimulate and empower field directors to build excellent field education foundations.

51

Advocacy for Social Justice: Transferring Learning from the Classroom to the Field

Presenter: Dr. Letnie Rock

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Additional Authors: Olivia Thornhill

Social workers need to empower community members to join together to fight unjust treatment or advocate for the implementation of risk reduction strategies in vulnerable communities. This presentation focuses on social advocacy for environmental justice and highlights how an undergraduate social work mobilized residents of a rural community to target a cement company because of problems arising from the dust of a quarry used to mine limestone for the making of cement. The dust posed a major hazard to residents of a low income neighbourhood, contributing to pollution of the air, respiratory problems of residents and disruption in their day to day living. The student, also a resident of the affected area took on the role of advocate, involved residents, and the local media in seeking support for a resolution to the problem. The presentation will include how the student and residents challenged the management of the company about the text of their mission statement and their environmental policy which resulted in the company finding a mutually agreed upon solution to the problem. The social work student indicated that she transferred the skills learned in the classroom to the field thus clearly articulating a role for social work education and for social workers to engage in environmental justice work in Barbados and the Caribbean. Implications for social work education and practice will be presented.

53

Examining the Challenges and Contradictions of Rights Discourse within the Practice of Social Work in the Caribbean and Nigeria

Presenter: Dr. Theo Osawe

Affiliation: York University

In many respects, social workers are human rights practitioners. Theoretical foundations of social work are rooted in a commitment to human rights and social justice. Similarly, as a framework for professional practice, the principles of social justice, human rights, collective responsibility and respect for diversities are central to addressing issues of life challenges. Human rights and social justice language intermingle in social work discourse, and are assumed to be universal ideals in Western democracies. However, on the one hand, legal structures of countries in the Caribbean and Nigeria blatantly deny human rights for certain populations, thus contradicting the original intentions of human rights, in both practice and theory, as framed by the United Nations. On the other, the paradigms and practices of neoliberal economic policies warrants an examination of critical social work education, practice and research at local levels. Harmoniously, the ascendancy of neoliberalism and the associated discourses of 'new managerialism' has produced a fundamental shift in the way universities and other institutions of higher education have defined and justified their

institutional configuration. With privatization reducing all forms of state control over resource allocation, and the challenges of globalization as a converging force, social workers' commitment to equality, social justice and the promotion of humanitarian values are redefined and restricted. I propose the following questions to examine the challenges and contradictions of rights discourse within the practice of social work in the Caribbean and Nigeria. Have the principles of human rights and social justice become a hollow cry for protagonists of nearly every ideological stripe and political agenda both in democratic and non-democratic societies? How would we understand and enforce human rights and social justice in the Caribbean and Nigeria if we took into account the overwhelming social and economic realities of colonialism and imperialism of the South? With new economic prescriptions for development, are the roles and responsibilities of a social worker 'shifting' as a direct response to the new economic global order? How do social workers, as human rights practitioners, find their place in a legal system that denies basic human rights for segments of the population?

54

Building Community Resilience and Sustainability from the 'Bottom-Up': Community Economic Development (CED) in a Rural Jamaican Community

Presenter: Dr. Sandra Chadwick-Parkes

Affiliation: University of the West Indies

Community resilience and sustainability are realised through a planned, integrated approach that increases community wealth through the multiplier effect. This wealth is, in turn, used to address the social, political and environmental issues, and to promote human development in the community. This holistic approach is synonymous with the philosophy, principles, process and practice of community economic development (CED). While CED is the strategy generally used by poor, marginalised communities in developed countries, it receives little attention in Caribbean community development literature. Using the Jeffrey Town Farmers Association (JTFA) as a case study, this paper examines CED practice in a rural Jamaican community. It is hoped that this paper will enhance knowledge of CED and its role in building resilient and sustainable communities.

56

Decision Making in Child Abuse Cases

Presenter: Dr. Therese James

Affiliation: The University of the West Indies

Additional Authors: Dr. Letnie Rock

Objectives 1. To explore decision making in child abuse cases. 2. To expose training needs for persons engage in child abuse cases. 3. Enhance the body of regional research in child abuse. Methodology The research used a survey research design to study students decision making towards perpetrators of child abuse. The study utilized a convenient sample of one hundred and two (102) students enrolled in the graduating class of the baccalaureate Social Work degree and the Master of Psychology degree, with each students completed a questionnaire consisting of six (6) vignettes. Questions from each vignette were placed on a Likert Scale consisting of nine (9) questions. The questions ranked on a scale from 1 to 4, with 4 representing 'strongly agree' and 1 representing 'strongly disagree'. Results The results show that respondents hold negative attitudes to perpetrators of child abuse and perceive them to be mentally ill. For example, in the vignettes where domestic, physical and sexual abuse were perpetrated by men more than half of respondents to each scenario indicated that the perpetrators are "mentally ill". Conclusion The research findings imply that practioners engaging in child abuse cases need to be sensitive to decisions they make with respect to victims as well as perpetrators of child abuse especially as it relates to making appropriate work decisions. The results of this study can be utilized to educate those engaged in child abuse cases.

57

Aging Transnationally- the Case of the Indian Diaspora in North America

Presenter: Dave Sangha

Affiliation: University of Northern British Columbia-School of Social Work, University of Hyderabad

Additional Authors: Ajaya Kumar Sahoo,

Much of the discourse in North America surrounding aging has focused on the psychological, physical and economic opportunities and challenges facing older adults who have lived most, if not all, of their lives in the west. With greater access to low cost travel, the internet and easier transferability of financial resources between countries, there is now an increasing number of older adults who live transnationally, between two or more countries. In our presentation, we would like to explore some of the challenges and opportunities facing older adults living in this transnational manner by focusing on the situation of members of the Indian diaspora living between India and either the US or Canada.

58

Building Sustainable Community Partnerships in a Semester

Presenter: Dr. Michael A. Robinson

Affiliation: The University of Georgia

Method - This qualitative case study analyses, from the perspective of Systems Theory, a social worker's attempt to transform the living arrangements of 44 year old MK, who at age 13 years was diagnosed with ADHD and later with Schizophrenia, and his sixty-four year old unemployed father who is a hoarder. MK's case records were reviewed. Interviews with family members, neighbours, and health personnel were instructive.

59

Online International Social Work Education Exchange: Addressing HIV/AIDS in the Caribbean and United States

Presenter: Dr. Tamarah Moss PhD, MPH, MSW

Affiliation: Howard University School of Social Work, University of The Bahamas, UWI, Cave Hill and UWI, Cave Hill

Additional Authors: Darlene Rolle Cargill, PhD, Debra Joseph, PhD, etnie Rock, PhD, MHSA University of West Indies - Cave Hill, Barbados

Within the last five years there has been a significant change in student composition on the campuses of the College of The Bahamas and University of West Indies, Cave Hill Campus. Most of the students now enter the baccalaureate programs immediately after completion of their secondary education. Similarly, at Howard University students are entering the graduate program in social work right after their undergraduate education is complete. This means that students increasingly have limited work and life experiences. This distance learning course aims to provide social work students with an added knowledge base about the problem of HIV and AIDS, and provide a multi-cultural perspective on the issue to enhance their cultural competencies. Such competencies are integral when developing students' capacity to participate in a global environment. This is especially important in the context of international social work education where the faculty and students of Howard University School of Social Work, The University of The Bahamas, Grand Bahama campus (formerly the College of The Bahamas), and The University of the West Indies, Cave Hill campus in Barbados, were engaged in Online line learning and discussion as well as joint lectures. As the burden of HIV continues to plague communities in the Caribbean and the United States, social work is well positioned to strengthen the capacity of emerging social work practitioners through social work education. Also, as technology and migration continue to make the world smaller, the more Online opportunities for exchange between communities of practice become essential.,

61**They Don't Really Care About Us: The Stories of Previously Incarcerated Black Men and their Experiences with Displaced Anger through a Critical Race Theory Perspective****Presenter:** David James Grant**Affiliation:** Ryerson University

This presentation reports on a narrative qualitative research study that investigated aspects of the life journey of Black male adults in an urban context in Ontario through a Critical Race Theory (CRT) Perspective. One of the study's main objectives was to understand how hypermasculinity and the disproportionate number of Black men incarcerated in Ontario and North America potentially contributes to displaced anger of these Black men as relevant to the conference theme Social Work Policy, specifically Advocating for and with the Vulnerable and Excluded. Another objective of this research study that is related the conference's theme was to uncover the subtle and overt racial inequalities and harsh and exclusionary discipline measures that lead these Black men to the school-to-prison pipeline and how this epidemic possibly contributes to displaced anger in these men. The research question guiding this study was: What are the stories of Black Male adults who have been incarcerated and how are the feelings of these Black men from these stories related to hypermasculinity, displaced anger/mental health and the school-to-prison pipeline? Interview data was analyzed through the counter-storytelling method of CRT and Composite Narrative analysis. By centering participant stories, this study hoped to understand further the factors that could influence young Black men to enter a life journey towards prison as an adult and/or jail as youth. The presentation offers suggestions and recommendations social workers can use when working with young adolescent Black in inner-cities across North America in order to help deter them from this path.

are key factors that determine whether youth, in the studied community, participated in community development activities or not. It is hoped that this exploration will stimulate further research on the subject matter which can then be used to inform future policies and programmes for youth engagement.

62**Field Education: Objectives and Processes****Presenter:** Dr. Elaine E. Reid LCSW-R**Affiliation:** Medgar Evers College CUNY for ALL authors**Additional Authors:** Keesha Reid, MSW

Field education is the signature pedagogy and the culminating experience for social work students and is an integral part of all social work programs. It prepares students to achieve their academic and career goals while immersing them within a learning community. The curriculum provides students the opportunity to apply concepts and theories learned in the classroom in a structured social services agency setting. The objective of field education is to afford students the opportunity to demonstrate critical thinking in social work practice and use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment with individuals, families, groups and communities. It is important to ensure that the mission of the host agency and the qualification of the prospective field instructor is consonant with the referring academic institution's mission prior to the student's placement for internship. An on-site assessment by the Field Education Director is imperative in order to establish a formal agreement prior to placement confirmation of the student. Once the partnership is established, students are able to begin their internship under the supervision of an experienced social work professional. The Caribbean regional societies and cultures have become more integrated because of economics, migration, communication and technology. Therefore, an understanding of the different cultures and needs associated with adjustment and acculturation will provide social workers with the knowledge and skills necessary to provide effective services. The conference provides an opportunity to network with other social work professionals and share best practices.,

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Unpacking Privilege and Resistance: Building Competence to Serve Marginalized Populations through Narrative Inquiry and Participatory Arts-Based Practice

Presenter: Dr. Tracie Rogers

Affiliation: University of the Southern Caribbean

In the past decade, the socioeconomic context for most of the Caribbean has been marked by vulnerability and marginalization. The HIV epidemic, oppression of sexual minority groups and the upsurge in gender-based violence are among the striking features of our lived experience. As a result, the ability to competently work with marginalized groups must be a requirement for all social workers. This paper discusses the engagement of social work students in transformative social justice education through the use of arts-based research. Using transcript data from four interviewees, each belonging to a different marginalized population, students were asked to focus on two levels of analysis – “the lived life” and “the told story” (Jones, 2003). The former unit of analysis asked students to identify core themes of the interviewees’ experiences, while the latter required students to identify ways in which stories were configured and revealed during the interviews. Students engaged in intensive reflective dialogue and collaboratively produced visual representations of the lived experience of being marginalized. Based on these interactions with the data, students also created fictionalized narratives aimed at accessing and presenting multiple viewpoints of marginalized identities. The researcher will present findings about how engaging with story and story-making builds core components of professional self-awareness necessary for competent social work practice. The presentation hones in on research methodology as well as how students grapple with their personal identities and meaning-making around marginalization.

64

Engaging Jamaican Youth in Community Development: Push and Pull Factors: A Qualitative Enquiry

Presenter: Ms. Nicola Williams

Affiliation: The University of the West Indies, Mona Campus

Youth engagement has come to be recognized as a fundamental component in national and global strategies for human and community development. Yet, despite the many programmes targeting youth, the majority fail to become involved in their communities. This qualitative case study attempts to fill a gap in the existing literature on why some Jamaican youth become involved in community development while others do not. It explores this phenomenon from the perspective of the youth, themselves. The sample comprised youth from the same rural St. Andrew community who have been exposed to similar opportunities to become involved in community development. An analysis of the findings revealed that access to resources, information and adequate infrastructure, as well as, issues of identity, respect, and the nature of the relationships between youth and community stakeholders are key factors that determine whether youth, in the studied community, participated in community development activities or not. It is hoped that this exploration will stimulate further research on the subject matter which can then be used to inform future policies and programmes for youth engagement.

66

History of Social Work in Jamaica: Oral History of Social Work Pioneers

Presenter: Mr. Lincoln Williams

Affiliation: Social Welfare Training Centre for ALL authors

Additional Authors: Sarah Bailey-Belafonte

Over the decades several individuals have made significant contributions to the development of social work practice and education in Jamaica. While some documentation of these individuals’ roles has been done, a comprehensive work has not been created. The Oral History Project seeks to record the memories, perspectives and philosophies from eight social work pioneers who are considered instrumental in the development of social work and social work education in Jamaica. The methodology consists of audio and video recorded face-to-face interviews guided by a semi-structured interview protocol. Interviews conducted with four of the pioneers highlighted various experiences in their training and career, challenges, concerns about the state of social work

and advice for those entering social work today. The workshop will feature a video presentation of the interviews conducted with these pioneers. This project will result in a video documentary on the development of social work practice and education in Jamaica. It will serve to enhance students' learning experience and form an archive of invaluable historical resources for the social work profession. The documentary will also be valuable for use in communication activities as a tool for promoting awareness of social work as a profession and as an area of study. The project will also provide material that can be used in written work for academic publication.

67

The Relationship Between Self-Perception of Relations with Parents, Attitude Toward School, and Delinquency Among African American, Afro-Caribbean Americas, and Ghanaian Youth: Models of Advocacy in Protecting the Vulnerable

Presenter: Dr. Beverly C. Sealy

Affiliation: Simmons College, School of Social Work

This paper will present findings of a research project that assessed parent-child relationships among Black adolescents, ages 16 – 19, of African American, Caribbean American, and Ghanaian ethnic backgrounds, their attitude toward school, and involvement with crime and/or delinquency. Studies have shown that the quality of the parent-child relationship, poor parenting, parental emotional distance or unavailability, harsh, too lenient, or inconsistent parental discipline and supervision, authoritative parenting, and/or the amount of time a parent spends with their child have an influence on social functioning and the development of problem behaviors in later years. The results of the study will provide discussion and suggestions on advocacy alternatives and what social professionals consider when advocating for vulnerable youth where the quality and perceptions of parent relations and family life may influence their social functioning.

69

Attendance Improvement and Dropout Prevention (AIDP) in Schools – an Evidence-Based Youth Work Model

Presenter: Mr. Hanif Earis Antony Benjamin

Affiliation: THE CENTRE FOR HUMAN DEVELOPMENT GROUP OF COMPANIES LIMITED, University of West Indies, St Augustine

Additional Authors: Karene Nathaniel-DeCaires

Many school districts grapple with high absenteeism rate and high dropout rates. This can be for a myriad of issues. For more than two decades, United Way New York City has worked with Community Based Organisations (CBO's) and New York City (NYC) public schools to provide attendance improvement and dropout prevention services. The enhanced AIDP model emphasized shared accountability of School-CBO partnerships. Partnerships will implement a holistic approach that stresses academic support in addition to the traditional attendance outreach, counseling and family involvement services. In Trinidad and Tobago, the question of dropout has been a major concern. In a Newspaper article on Saturday, October 8, 2011, Charles Kong Soo highlighted the concerns of then Minister of Education Dr. Tim Gopeesingh. He said we have a system where 17,000 primary school students move into the secondary school, however of that same cohort at CSEC, only 13, 500 complete the exam and almost 3,500 totally dropped out. In Jamaica the Ministry of Education released figures showing that close to 2,160 students between grades eight and 10 drop out of high school each year (Jamaica observer, Wednesday, September 16, 2015). These rates are alarming and holds true to other Caribbean countries. It is believed that the enhanced AIDP model can in fact work in this region as the issues of absenteeism and dropout has been a major factor for some time. This requires however an integrated approach to student development and a level of cooperation among Government and Non-Government entities. This workshop aims to give participants hands-on skills in creating a program using the above model and training in the various attendance improvement techniques. A major part of this workshop will be committed to the following changes in order to implement an enhanced model:

- Focus on incoming form one (1)/9th grade students graders that are entering high school with a history of poor attendance/chronic absenteeism
- Provide multiple year programming to ensure sustainable outcomes (a minimum of two years)
- Focus on academic success by ensuring that students show positive indicator towards examination.
- Develop educational plans for all program participants
- Employ staff qualified to provide the social, emotional and academic support students need to succeed

The major areas for focus

include: ATTENDANCE INTERVENTION/ STUDENT OUTREACH This is one of the major aspect of this model, the workshop will help you develop skills in the attendance improvement activities (strategies) which will include the following: • Outreach to children and families by phone, mailing, home visits as well as outreach to child and parent in the school, classes or parent meeting at the school. • Enrollment in the program as often as needed until the attendance improves to at least 90%. • Assessment of need: Identification of factors influencing the child's attendance through conversation with child, parents and school staff using the following: Family self-assessment of need and School staff assessment of need • Family Conferences: To determine where to start and the, who, what, when, i.e. the family identifies the task for each member to support the child's school attendance. • Behavior management/ recognition of achievement plan for the family to improve school attendance (daily, weekly, monthly feedback to child her/his performance by the parents; monthly child- parent recognition event at the school to recognized and reward progress) • Develop attendance improvement strategies in consultation with school personnel to assure that the attendance services are in line with those projected in the school. FAMILY INVOLVEMENT One of the most important aspects of the model is encouraging parents to be an active partner in their children's life. The strategies developed here assures that the cohort selected for family involvement coincides with the cohort receiving attendance services. • Develop family involvement strategies in consultation with school personnel to assure that the family involvement services are in line with those outlined in the school's CEP. • Strategies to promote a family friendly environment that fosters open communication among families and service providers. • Maintain ongoing articulation with school staff (i.e. monthly update meetings with guidance department or referral source, active participation on pupil personnel team or school based support team, active communication and collaboration with parent coordinator). INDIVIDUAL COUNSELING APPROACHES This strategy provide the cohort selected for individual services with individualized attention in relation to the issues that are preventing them from achieving. A greater understanding of the following activities and strategies to implement the individual counseling services: • Review school attendance, academic performance, challenges with student and family, a service plan will be created ("Are you doing what you agreed to do in the individual counseling sessions and family conferences.") • Spheres of influences review; child identifies who in his/ her universe are the primary influencers and focus on the development of a positive peer group and decision making skills. • Engaging the children in the after school activities(both academic and recreational/ arts) • Engage those primary influencers to support the child's school attendance and performance. • Recognition and applause of successes/progress. • Activity based engagements on or out of the school 1: 1 with counselor and incentive provided for the achievement of milestone and goals. GROUP COUNSELING APPROACHES This strategy provide the cohort selected for group services in relation to the issues that are preventing them from achieving. A greater understanding of the following activities and strategies to implement the group counseling services: • Socializations groups • Parenting support activities • Activity based learning/ communication skills- building groups with the children. Educational and career options groups. YOUTH DEVELOPMENT SERVICES This strategy will allow participants the skills in positive youth development is a framework that guides communities in the way they organize services, opportunities, and supports so that young people can develop to their full potential. Positive youth development is not just another program. Communities that adopt a youth development approach emphasize these principles: • Focus on strengths and positive outcomes. Rather than taking a deficit-based approach, communities intentionally help young people build on their strengths and develop the competencies, values, and connections they need for life and work. • Youth voice and engagement. Youth are valued partners who have meaningful, decision-making roles in programs and communities. • Strategies that involve all youth. Communities support and engage all youth rather than focusing solely on "high-risk" or "gifted" youth. Communities do however, recognize the need to identify and respond to specific problems faced by some youth (such as violence or premature parenthood). • Community involvement and collaboration. Positive youth development includes but reaches beyond programs; it promotes organizational change and collaboration for community change. All sectors have a role to play in making the community a great place to grow up. • Long-term commitment. Communities provide the ongoing, developmentally appropriate support young people need over the first 20 years of their lives.

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Core Concepts of Trauma Informed Practice

Presenter: Dr. Janice Berry Edwards

Affiliation: Howard University School of Social Work, Pure Potential

Additional Authors: Marie Sparkes

This pre-conference training will introduce participants to the core concepts (general theory and foundational knowledge), which informs evidence-based assessment and intervention with traumatized children and adolescents. Strengths-based practice will be highlighted along with a focus on the identification of protective and promotive factors that foster resiliency and post-traumatic growth. Trauma is broadly defined, and includes children and adolescents who have been exposed to traumatic events including, but not limited to natural disasters, war, abuse and neglect, medical trauma, and witnessing interpersonal crime (e.g. domestic violence) and other traumatic events. The pre-conference training will highlight the role of development, culture and empirical evidence in trauma-specific interventions with, children, adolescents and their families. It will address the level of functioning of

primary care giving environments and assess the capacity of the community to facilitate restorative processes. Objectives At the end of the course participants will be able to: 1. Explain how traumatic experiences are inherently complex. 2. Illustrate how trauma occurs within a broad context that includes children's personal characteristics, life experiences and current circumstances. 3. Appraise the manner in which trauma events often generate secondary adversities, life changes and distressing reminders in children's daily lives. 4. Evaluate a wide range of reactions to trauma and loss experienced by a child and family. 5. Examine the manner in which danger and safety are core concerns in the lives of traumatized children. 6. Provide a framework for intervention which addresses the level of functioning of primary care-giving environments, including parent/caregiver and family unit. 7. Describe how pre-existing protective and promotive factors can reduce the adverse impacts of trauma exposure across development.

71

21 Lessons – Preventing Domestic Violence in the Caribbean: None in 3 Project

Presenter: Prof. Adele Jones

Affiliation: University of Huddersfield

Domestic violence is a universal problem which affects all parts of the social fabric; it transcends ethnic, gender, religious, generational and economic lines. In the Eastern Caribbean, beyond the ratification of a number of international instruments, domestic violence is widely recognised as a persistent challenge. On average, more than one in three women in the Caribbean experience gender-based violence in their lifetime; child sexual abuse is also a concern. The causes behind domestic violence in the Eastern Caribbean are complex and deeply entrenched in cultural and behavioural norms. This statement provides the context for the None in Three (Ni3) project which is being implemented by a team of Caribbean and UK experts, led by Professor Adele Jones from the University of Huddersfield, UK, in partnership with the Sweet Water Foundation, Grenada. The qualitative research carried out by the Ni3 team involved 109 participants (49 women and 60 men) between April and July 2016 from two Caribbean countries, Barbados and Grenada. The project is being implemented in Grenada and Barbados but aims to provide lessons that will be widely applicable across the region and internationally. The research findings have been published in a report that was widely circulated to coincide with International Women's Day March 8th 2017. With express permission of the lead researchers, this presentation will outline the research design and highlight the 21 lessons that emerged from the study. Implications for policy and practice and further research will also be addressed.

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Advocacy for Youth in Rural Communities through Public Private Partnerships: Issues, Challenges and Solutions

Presenter: Dr. Khadijah Williams

Affiliation: Village Academy, Sandals Academy

Additional Authors: Sydney Henry

This workshop focuses on ways of developing and improving advocacy for youth in rural communities through public private partnerships. It is based on the experiences of youth between the ages of 16 and 20 years participating in a community based project which uses training in agriculture as its base for enhancing the life chances of the young people. The findings, which are based on the period of intervention, September 2015 to May 2017, are useful to understand the issues and challenges of rural youth development through affordable access to quality education and vocational training and provide the catalyst for exploring the solutions to practice in this area. Innovative approaches to rural social work practice, promoting young people's participation in education and safeguarding children and young people will be explored. The following questions will guide discussions: • How is participation in education perceived by rural youth? • What is the experience of rural youth in St. Ann Jamaica in accessing quality education that meets their needs? • How can the lives of rural youth be transformed by public private partnerships? • What are the factors that promote investment in education among rural youth? This workshop will include participants of the project and will be useful to students in the social sciences field, practitioners as well as policy makers. KEY WORDS: Rural Youth, Rural Social Work, Public Private Partnership

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Caribbean Families' Preparation for Migration to the United States: A Critical Dimension of Diaspora Experience

Presenter: Dr. Rosalind October-Edun

Affiliation: SUNY/Empire State College

In the United States, there are many Caribbean families involved in the criminal justice system because of charges related to physical discipline. This especially stems from families' lack of understanding of the laws that govern parenting in the United States and the implications for adjustment to their adopted home. Most of these migrant parents lack knowledge about acceptable and legally binding parenting practices in the United States, and as such, are not prepared for migration. Added to this, is the lack the awareness about the negative impact on families when physical discipline is used as a parenting tool. As a result, many families are dealing with stressors of family disunity, separation, and involvement in the criminal justice system. Considering these issues, this presentation addresses the need for immigrant parents to become knowledgeable about parenting practices in the United States, before migration. Although there is no available data that speaks directly to the number of Caribbean parents involved in the criminal justice system that are facing charges of child abuse and neglect, there are large numbers of Caribbean families that are receiving services from New York City, Administration of Children Services (ACS). Furthermore, it must be mentioned that there is no available data indicating the number of Caribbean families receiving services from ACS. This presentation stems from the recent research that addressed "The Lived Experience of Counselors Working with English-speaking Immigrant Parents Who Use Physical Discipline with Their Children: A Phenomenological Study.

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Participatory Research – An Effective Field-Based Method for Social Workers

Presenter: Ms. Aldene Shillingford

Affiliation: University of West Indies, Mona

There has been a resurgence of interest in participatory methodologies particularly since the concept of development has been reconceptualised to include sustainable development. The workshop will present on the use of this field –based method which emphasises participation, action and the empowerment of local community members involved. The learning objectives of the workshop include: • An understanding of the principles of participatory research • The attitudes, behaviour and reflections required of the professional • An understanding how the use of participatory research enables an understanding of social realities • An understanding of the fit between participatory research and social work's emphasis on the values of the profession, social justice and community change Method of presentation • Power-point presentation • Case studies to aid, to examine and interpret the use of the methodology with communities • Interactive learning practicing the use of visuals and tools of the methodology

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Social Work & Development: Making the Connection

Presenter: Dr. Peta-Anne Baker

Affiliation: Dept of Sociology, Psychology & Social Work, University of the West Indies, Mona

Findings- The Social Worker undertook an intentional intervention and successfully galvanized eighteen individuals, eight companies, and one church organization to transform the home, and lives of the family. Three truck-loads of broken, rotting furniture, clothing, other debris, and two rotting cars were removed. A plumber, roofing specialist, welder, interior decorator, painters, and gardeners facilitated the transformation. MK stopped wandering the streets, and frequenting the Social Work Department, and other agencies. His father has joined MENSANA, a support group for families of persons diagnosed with mental illnesses.

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Family Functioning: a Risk Factor for Violence among Secondary School Students in Barbados

Presenter: Lisa Sophia Jaggernauth

Affiliation: UWI Cave Hill Campus

This research study sought to determine whether the role family functioning present risks for students' involvement in school violence with peers. Four questions were investigated namely, 1) What is the rate of violence among secondary school students in Barbados? 2) What are the perceptions of secondary school students on the factors that influence violence among peers at school? 3) Is there a significant difference in family type for secondary school students who were involved in violence with peers at school and secondary school students who were not involved in violence with peers at school? 4) Is there a significant difference in the mean family functioning scores for secondary school students who were involved in violence with peers at school and secondary school students who were not involved in violence with peers at school? Data was gathered from a sample size of 377 students drawn from across 12 of the 22 public secondary schools in Barbados. Data analysis techniques included frequencies and percentages, cross tabulations, multiple response analysis; chi-square analysis and independent sample t-test. The findings showed that secondary school students in Barbados are exposed to a high rate of violence within the school and family environment. A gap was also discovered between students' perceptions of the factors that influence school violence among peers and what already takes place. Three (3) of the four (4) factors of family functioning namely exposure to violence in the home, parenting practices and family interactions were significantly associated with violence among secondary school students. Only one factor (parent-child relationship) was non-conclusive.

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Responding to Human Need - Social Work Education in Trinidad and Tobago

Presenter: Dr. Innette Cambridge

Affiliation: UWI, St. Augustine

The University of the West Indies (Trinidad) began a fulltime tertiary level programme of social work education in 1990, after an attempted coup in Trinidad and Tobago. The mission statement of this programme emphasized that the purpose was to address the many intractable problems that characterized Trinidadian society at the end of the twentieth century. Concerns for various social issues were expressed by trade unions, representatives of various religious groups and the mass media. The society also saw a notable increase in the crime rate and evidence of disaffected youth, some of whom participated in the attempted coup.

Social work education at the University of the West Indies, Trinidad, nevertheless, developed a curriculum to prepare social workers for existing positions in clinical practice and community work. This training maintained the traditional methodologies of intervention such as group work, case work, community organization, social policy and management. These methods characterize social work education and practice universally. Biestek's values that distinguish the profession became part of the principles for practice

This paper traces the evolution of social work education as it adapts to expressed needs of the population. The expansion of training from two institutions, The Open Campus and The University of the West Indies, St. Augustine, to five institutions with certificate, bachelor, masters, doctoral programmes and minors is documented. These developments demonstrate the emerging roles and identity of social work practice in Trinidad and Tobago.

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Pedagogical Practices in Teaching and Learning Resistance

Presenter: Prof. Akua Benjamin

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Over the past few years, Ryerson University's School of Social Work has deepened its social justice approach to the teaching, learning, rhetoric and praxis of social work. This approach includes interdisciplinary knowledges of critical social theories including concepts that are intersected and intertwined by histories of: colonization, anti-Native/Indigenous racism, global relations, anti-Black racism, cis/sexism, heterosexism, transphobia, Sanism, disabilities, and today's increased neo-liberal globalized policies and practices. This pedagogy emphasizes forms of resistance historically and present day that were/are critical to advancing social justice for individuals, groups, communities and society overall.

This 3-hour interactive session is divided into two parts. In part 1, we will share our engagement with teaching and learning on:

1. Concepts of colonization, anti-Black racism, anti-Native/Indigenous racism, cis/sexism, transphobia, Sanism and the ways in which they intersect and intertwine under systems promulgated by globalization and neo-liberal policies and processes today

2. The challenges of teaching and learning in a diverse classroom, when issues related to intersecting oppressions, privilege, powerlessness, microaggression and other oppressive behaviours in the teaching and learning environment are engaged

3. Resistance in its formulations, particularly activism historically and present day at the individual, group and community level

In part 2, we will share a short video on resistance in the form of activism against anti-Black racism in Toronto by six Black activists. Many of these activists were of Caribbean background. Through this interactive discussion and film, we hope to share perspectives and lessons that can advance social justice in the curricula and program of social work.

Keywords: Pedagogy, Colonization, Anti-Black racism, Transformative social work education, Activism, Glocal.

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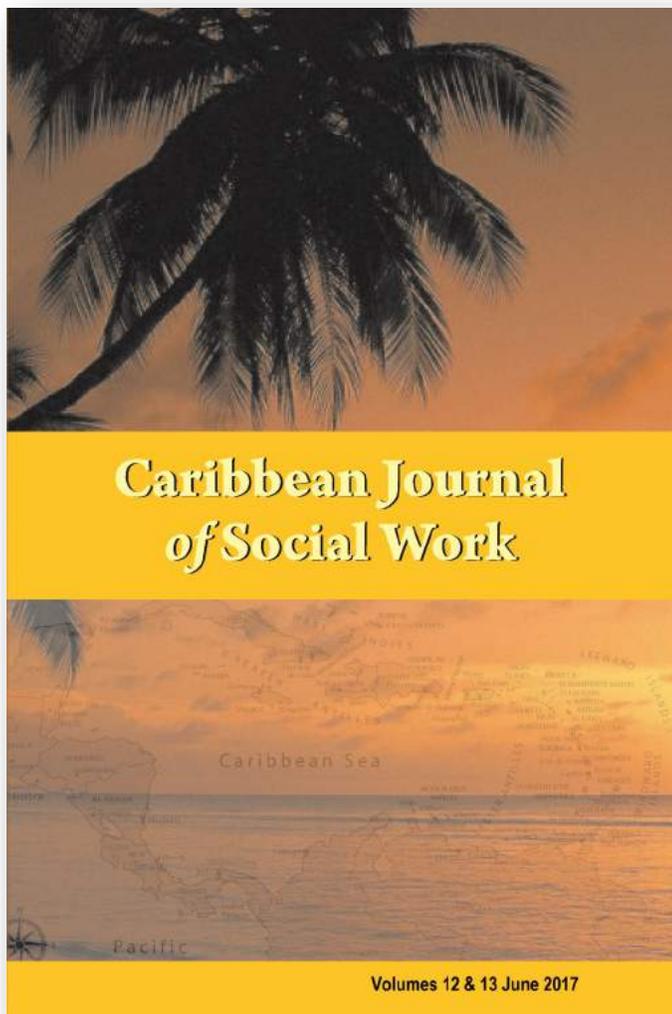


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ABSTRACTS FOR CARIBBEAN JOURNAL OF SOCIAL WORK VOLUME 12 & 13, 2017**TOWARD 2030: CARIBBEAN SOCIAL WORK AND THE UNITED NATIONS SUSTAINABLE DEVELOPMENT AGENDA:***Lynne M. Healy*

The adoption of the 2030 Agenda and its 17 Sustainable Development Goals (SDGs) by the United Nations (UN) in 2015 will influence social, economic, and environmental policies in Caribbean countries for the next decade and a half. The social work profession will certainly be affected and has potential roles to play in shaping policy responses, especially at the national level. This article will briefly describe the backdrop to the adoption of *The 2030 Agenda*, including assessment of the successes and shortcomings of the Millennium Development Goals (MDGs) in the Caribbean and globally. The protracted negotiations among governments, and advocacy by social work groups and the wider civil society, will be addressed. The discussion then turns to the substance of the SDGs and their implications for development. Recommended roles for social work and social work education conclude the article. The 2030 Agenda is a 15-year plan for global development progress. Intended to be universal in its applicability, it recognizes that economic, environmental, and social elements are intertwined and must be tackled in an integrated fashion. As expressed by the UN Secretariat in a document prepared for the 54th session of the UN Commission for Social Development, "Agenda 2030 is a universal, transformative and people-centred plan of action to collectively work towards achieving sustainable development for the current and future generations through integrating its social, economic and environmental dimensions in a balanced manner" (2015, p. 2). It replaces the MDGs that reached their target date in 2015. The Agenda was adopted by the United Nations General Assembly in September 2015 after a nearly three-year period of negotiations among governments and consultations with civil society, the business sector, and numerous experts. In order to engage with national and local development priorities in the future, social workers need to be informed about the Agenda and the SDGs.

FROM THE GROUND UP: ADVOCATING A SOCIAL WORK APPROACH FOR SUSTAINABLE DEVELOPMENT*Karene-Anne Nathaniel*

This is a concept paper to emphasize the importance of community engagement in sustainable development initiatives in the Caribbean. The community organization and development approach is advocated, an approach in which local people are treated as the experts in their community's development, and are full partners in needs assessment, goal-setting, decision-making, and implementation. Through this approach, community capacity for leadership and action is enhanced, resources are optimized, and sustainable development may be activated. The paper draws on sustainable development, social work and community organization literature, regional and international examples, scholarly writing, and direct practice experiences to make a case for incorporating a community-oriented and -led philosophy for sustainable development in the Caribbean. Key concepts in community practice are highlighted, namely community, social work in communities, popular participation, and social capital. The paper concludes with recommendations for pursuing sustainable development initiatives, namely, prioritization of community engagement, building capacity in community organizing, and merging the social work philosophy for community work with development practice.

Keywords: community engagement, sustainable development, community organization, community development, social work perspective, social capital, popular participation

THE PARTICIPATORY ACTION RESEARCH PARADIGM IN HAITI*Marisa Franco, Theodore Marie Judith, and David Douyon*

Past interventions in Haiti have been limited in their effectiveness because of researchers' lack of understanding of the cultural context and inability to incorporate the input of participants in intervention design and administration. To address these challenges, a participatory action research (PAR) paradigm is presented that utilizes participants as equitable research partners engaged in the design and implementation process. A short history of colonization in Haiti is first discussed to contextualize relational mistrust and loss of agency amongst Haitians, highlighting the need for equitable research methods. A description of international intervention work in Haiti is then provided, followed by a description of participatory action approaches, and a case example of a participatory action study conducted in Port-Au-Prince Haiti in a tent camp for internally displaced people. Finally, considerations for researchers seeking to conduct effective intervention research in Haiti are proposed.

Keywords: participatory action research, PAR, Haiti, intervention

"A NATRAL TING DAT?" – PARENTAL PERSPECTIVES ON SEXUALITY AND THE YOUNG CHILD

Wendy McLean Cooke, Shanika Donalds, and Peta-Anne Baker

This exploratory qualitative study investigates parental views about the sexuality of Jamaican children aged 3 to 6 years. A random sample of 60 parents of children attending six purposively selected urban and rural basic schools and kindergartens in Jamaica were invited to participate in focus group discussions to explore their views about what constitutes appropriate and inappropriate sexual behaviour of children aged 3 to 6 years. Findings from the study suggest that although parents view some childhood sexual behaviours as normal and believe that they should be their children's first sex educators, they lack sufficient information on healthy childhood sexual development and are concerned about schools' preparedness to effectively support them in their role. This suggests that initiatives need to be established to give parents the resources, training, and professional support to initiate, and consistently engage their children in, healthy and accurate discussions about sexuality in early childhood and beyond. Further, the findings reveal that there needs to be partnerships between the home and school to support children in successfully negotiating sexual development. There is a need for schools to facilitate parents' access to the early childhood sex education curriculum so that they will be aware not only of the content, but also the pedagogical approaches being used to introduce their young children to this subject. Finally, there needs to be a broader societal discourse in Jamaica that acknowledges sexual development across the life span as a natural part of the human experience.

Keywords: early childhood, parent perspectives, sexuality - infancy and childhood, sexual development, early learning, Jamaica

FINDING A NICHE AND DEVELOPING A COMPETENCY-BASED STANDARD FOR PARAPROFESSIONAL SOCIAL WORKERS

Cerita S. Buchanan

Given the socio-economic and political climate within which social workers operate in the region, human resource support becomes important to enhance and advance the work with society's most vulnerable populations. The emergence of paraprofessional social workers in Jamaica came out of a need for social work assistants who would fill the human resource gaps and perform lower level skills and functions. However, due to a lack of guidelines and standards for paraprofessionals there have been no regulations that would allow for a systematic structure and a universal standard of practice. A consequence of this unregulated system is the misuse of the term "social worker" and its potential risk of ethical misconduct, malpractice, and professional liability. Developing standards of competency-based training and practice will help to alleviate some of these problems and create a system of monitoring while creating a professional identity for "under the radar" organic practitioners.

Keywords: Paraprofessional social work, organic intellectuals, professional identity, competency based standards

ADOPTION PREFERENCES AMONG YOUNG WOMEN IN JAMAICA.....

Julian Devonish and Sharon Priestley

Infertility among Jamaican women of reproductive ages 15 to 49 years is estimated to be around 20%. However, less than 2% of childless women desired to be childless, and only 5% of mothers would have preferred to be childless. In this study the extent to which childless women and mothers expressed the willingness to adopt is investigated. A random sample of 1,601 ever-partnered women aged 15 to 34, from the 2012 Transitions to Adulthood Survey, was utilised to identify the factors that explain the likelihood of adoption. Bivariate and logistic regression analyses indicated that about 54% of childless women and 31% of mothers were willing to adopt, with both groups preferring girls. Predictors for adoption include: being childless, wanting more children, being previously married, attending religious services regularly, having a university education, and having goals of building a family or getting a better job. Adoption is presented as a viable option particularly for women unable to demonstrate their fertility; however because there is an expressed preference for girls, boys will have to wait longer to be adopted.

Keywords: adoption, sex preference, motherhood, childlessness, fertility, Jamaica

PARENT-CHILD PSYCHOTHERAPY INTERVENTIONS WITH VULNERABLE CLIENTS: ARE THEY WITHIN THE SCOPE OF SOCIAL WORK PRACTITIONERS IN BARBADOS?

Julie Sealy

The predominant field of social work practice in Barbados is childcare and child protection (Ring & Carmichael, 2015), however few psychotherapeutic programmes and interventions are developed and implemented by social work practitioners. Sociological and

structural perspectives have guided research examining macro issues such as health and poverty, children's rights and family structure (Shonkoff & Richter, 2013) with very little emphasis placed on the examination of the beliefs and practices that shape the parent-child relationship (Williams, Brown & Roopnarine, 2006). With psychodynamic theories guiding their practice, social workers can explore the internal and external realities of the client's life (Bower, 2005) to understand the symbiotic relationship between these two inner and outer worlds. This paper discusses the findings of a study that presents evidence of the way a social work led psychotherapeutic intervention can be an effective tool in social work practice.

Keywords: Parent-child interventions, DIR Floortime, Neurodevelopment Disability, Caribbean, Social Work

POLICY DEVELOPMENT ON SPECIAL NEEDS EDUCATION SERVICES IN BARBADOS

Donna-Maria Maynard

Special needs education for children with disabilities has not been a major priority at the ministerial level in many Caribbean territories. In the case of Barbados, since signing on to the UNICEF Convention on the Rights of the Child (UNCRC) in 1990, the government has made a commitment to improving services for children with special needs. This paper provides an update on policy and practice in Barbados' special education service delivery for children. Through site visits and interviews with key personnel, this study addressed the following research questions: (1) How many facilities are there in Barbados that provide educational services for children with special needs? (2) What are the specific disabilities that facilities are providing educational services for? (3) What are the common challenges faced by these service providers? Findings reveal that there were a number of facilities that provide special educational services for children with a wide array of disabilities. The facilities share a number of common challenges (such as transportation, space, personnel resources and parents) that indicate the need for social workers and other trained professionals who possess the education and experience required to work effectively with infants, children, adolescents and young adults with special needs. It is evident that there is limited involvement of social workers in many of the facilities serving children with special educational needs. The paper concludes with recommendations based on the findings and future areas for research.

Keywords: Special needs education, disabilities, Barbados, children.

STIGMATISATION, EMPLOYMENT, AND MENTAL ILLNESS

I am diagnosed with bi-polar disorder, and these rudimentary notes offer my reflections on employment stigmatization. I propose some considerations for research and to inform models of intervention based on my own experiences and those of four other persons—three similarly diagnosed and two with schizophrenia. Two of the people whose experiences I draw on died as suicides in the past two years and both of them were unemployed for several decades before death. Of those left, two are practicing teachers and one is employed in the informal sector at an income level that cannot sustain her. One person has been employed in the same place as an adjunct member of staff for over 20 years. That person is presently at the same professional level as when she began her career over 20 years ago, despite relevant academic and other achievements. I reference some of these experiences only to explore questions about the centrality of stigmatization in the lives of people who I knew personally, rather than propose them as the basis for generalizations.

Keywords: Stigma, bi-polar disorder, mental illness, mental health, effects of stigmatization, institutional practices

"WHY IS THAT BOY IN MY CLASS?" – REFLECTIONS OF A MOTHER OF A CHILD WITH VISUAL IMPAIRMENT

This article examines the Jamaican educational system through the eyes of my visually impaired son by analysing his experiences throughout his primary, secondary and post-secondary school years. This reflection sheds light on a flawed educational system which intentionally and unintentionally results in the exclusion of students with disabilities. My aim is to use this medium to advocate for all personnel in "special" and "regular" schools that have accepted, or plan to accept, children with disabilities to be equipped with the requisite knowledge, skills, and competencies to work with these children. Further, I advocate for courses to be added to the existing teachers' colleges curriculum to address some of the specific learning needs of children with disabilities. It is hoped that, with the passing of Jamaica's Disabilities Act of 2014, deliberate interventions by different entities will reduce or eliminate exclusion and discriminatory practices in all schools.

Keywords: Visual impairment, low vision, parental support, Jamaican educational system

THE COMPLEXITY OF DEMENTIA CARE: A COLLECTIVE CASE STUDY OF THREE CAREGIVERS IN JAMAICA

Medical and technological advances have led to an increase in longevity, but this is not without its challenges. Dementia is the most commonly experienced disease that primarily affects the older population and is one of the main causes of dependency and disability in old age. The purpose of this collective case study is to interrogate the complexity of caring for a family member with the disease. It explores the interpersonal, intrapersonal, and extrapersonal challenges encountered by three Jamaican women in their role as caregivers for a loved one with dementia. Themes emerging from the study include the women's motivations for taking on the caregiving role; the myriads of emotions they have felt in the process of caregiving; the patterns of interpersonal and intrapersonal interactions; extrapersonal conflicts they experienced in navigating specific exosystems; and the change in roles and responsibilities, captured in the idiom "once a man, twice a child." By exploring the issues highlighted by these themes we hope to not only enhance awareness of them, but also to inform social work practice interventions with families dealing with the disease.

Keywords: Dementia, caregiver, complexity of care, eldercare, Alzheimer's disease, Lewy body disease

INCORPORATING DISABILITY CONTENT INTO THE SOCIAL WORK CURRICULUM AT THE UNIVERSITY OF THE WEST INDIES, CAVE HILL CAMPUS

This article will discuss how a social work programme offered by a University Campus in the Caribbean prepares social work students to work with persons with disabilities. It will focus on the infusion of disability content into the social work curriculum, the model used as a framework for infusion and the importance of training social work students to adopt a rights-based approach to working with persons with disabilities. The Convention on the Rights of Persons with Disabilities (2007), The United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) and the *Global Standards for the Education and Training of the Social Work Profession* (International Association of Social Work & International Federation of Social Workers, 2004), all provide direction for engaging with this population.

Keywords: disability, curriculum infusion, social work students, accessibility, integration, discrimination, social work education