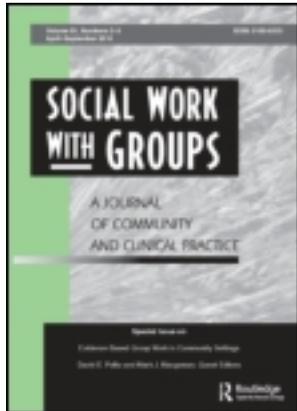


This article was downloaded by: [Eastern Michigan University]

On: 04 January 2012, At: 12:33

Publisher: Routledge

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



## Social Work With Groups

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/wswg20>

### A New Group Worker's Struggles and Successes in a Host School

Dara Kammerman<sup>a</sup>

<sup>a</sup> Brooklyn, New York, USA

Available online: 04 Jul 2011

To cite this article: Dara Kammerman (2011): A New Group Worker's Struggles and Successes in a Host School, *Social Work With Groups*, 34:3-4, 233-245

To link to this article: <http://dx.doi.org/10.1080/01609513.2011.558827>

PLEASE SCROLL DOWN FOR ARTICLE

Full terms and conditions of use: <http://www.tandfonline.com/page/terms-and-conditions>

This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly forbidden.

The publisher does not give any warranty express or implied or make any representation that the contents will be complete or accurate or up to date. The accuracy of any instructions, formulae, and drug doses should be independently verified with primary sources. The publisher shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of this material.

## **A New Group Worker's Struggles and Successes in a Host School**

DARA KAMMERMAN

*Brooklyn, New York, USA*

*Traditional graduate school social workers (MSW level) begin their full-year field placements immediately upon entering school; it is a “baptism by fire” approach that presents many challenges. In my first-year graduate school field placement, my assignments involved individual and group practice. I found that group work practice was the more challenging. This was partly due to my inexperience and lack of formal group work education, and partly due to a clash between the values of my placement and those of the host school at which I did my field internship. One group I facilitated was particularly challenging in terms of learning. It was not a well-planned group; its development and execution was not a model for preplanning, cohesion, or mutual aid. However, by learning to focus my practice work on two important group work concepts: the role of the group work facilitator as a mediator between the group members and the agency environment, and the importance of the group facilitator attending to purpose, I learned a lot, and the group realized some accomplishments. The purpose of this article is to help group work students or new group workers who might be presented with similarly difficult circumstances to have some success in spite of a difficult assignment.*

**KEYWORDS** *group work, field work, purpose, mediation, school social work*

---

Received April 18, 2010; revised May 28, 2010; accepted June 12, 2010.

Address correspondence to Dara Kammerman, 800 Bergen Street, PH-D, Brooklyn, NY 11238. E-mail: darakammerman@gmail.com

## INTRODUCTION

When I tell people outside of the social work profession that a social work student's first-year field placement begins simultaneously with the first semester of classes, they are often surprised by this "baptism by fire" approach. I was placed at a community-based organization (CBO) in East New York, Brooklyn, a neighborhood known for high poverty and crime rates. The CBO's mission was to support the healthy development of young people in the community and provide them with opportunities that can lead to a fulfilling life. I was placed at a middle school. My particular role as a social work field intern was to provide individual counseling for students with social, emotional, or behavioral concerns, and to facilitate groups that were required for all students. Before beginning my social work career, I had been a high school English teacher at a New York City public school, so this previous experience with adolescents in the school setting made me feel comfortable with the prospect of my first-year internship. However, my previous professional experience and my inclination toward experiential learning did not prepare me for many of the challenges I faced as a first-year social worker in the field. This was particularly true in terms of group work practice.

My internship required that I engage in individual and group work with clients. I realized that my greatest challenges were in group work practice. This was partially due to a lack of extensive formal group work education in my first year of school. As a result of this lack of formal group work education, my learning and growth as a group worker occurred almost exclusively in supervision with my field instructor (FI). Other unforeseen challenges arose because of a clash between the social work values I brought to a school-based group and the education values of the school in which I was practicing. The group to which I was assigned was not a model of preplanning, cohesion, or mutual aid.

In spite of limitations and obstacles, I was still able to learn and grow as a group worker, and the group itself made some progress. Some of the interventions I used as a group worker were effective for moving the group toward its purpose, and others were unsuccessful. Reflecting back on my experience, there were two practice concepts that were most useful to me: focusing on purpose and focusing on my role as a mediator. This article describes what I learned about these two principles of practice. Much that is written about group work describes the successes of group work and not the struggles. This article presents a realistic portrayal of my first group work facilitation experience and, in particular, the struggles that I experienced as a group work student.

## BACKGROUND ON MY FIRST GROUP WORK FACILITATION EXPERIENCE

My challenging journey as a new group worker is best illustrated by my experience with one group in particular. In mid-December of my first-year internship, my FI asked me to facilitate a group in a seventh-grade classroom. I was not involved in the preplanning process for this group; I was simply handed an assignment, and I later realized that this was problematic. It was explained to me that the students in this class had all been held back from eighth grade due to failing grades or truancy, and that it was a self-contained classroom (i.e., students stayed in the same class all day with one teacher and one teacher's aide). My FI suggested that the purpose of the group should be to help motivate the students to pass the seventh grade. This was the purpose I had in mind as I began working with the group in early January.

When I think about my early stages of working with this class known as "7A2," several moments stick in my memory, memories that represent the various challenges I faced as a new group worker in a new situation. The first memory is of Akira,<sup>1</sup> who, week after week, asked me the same question in the middle of group meetings: "What's the point of this (group)?" Another is when, in the midst of a group meeting, one of the teachers became furious and accused the students of throwing her Bible into a trash can as the students laughed and declared that they would not respect her if she did not respect them. In yet another group meeting several students echoed the sentiment that they felt like prisoners in their own classroom and school. Finally, I recall the administration's reluctance to engage in conversation with the group or to grant it any privileges because they were such a "bad" class.

## TWO IMPORTANT WORK FACILITATION CONCEPTS

The next two sections of this article identify and discuss two important group work concepts that I employed as a new social group work student intern in a challenging situation in a host school field practice setting. Both concepts aided me greatly in finding some success with my groups as a student intern group facilitator. The first concept was the importance of the group facilitator attending to group purpose; the second was my understanding that the role of a group work facilitator includes being a mediator between group members and agency staff.

### The Importance of the Group Worker Attending to Group Purpose

After spending several weeks of working with a group of seventh graders, I realized that the group had been somewhat mischaracterized; the original

group purpose was irrelevant, which led to a needed revision. The class consisted not only of seventh graders held back from eighth grade, but also seventh graders who had greatly misbehaved in other classrooms. Shortly after the beginning of the group, the population of the class changed; some students were given the privilege of moving to eighth grade, and new seventh graders who were not doing well academically or behaviorally were moved into the class. In reality, the class was not just for seventh graders who had not passed the grade; it was a “dumping ground” for students who struggled in school. Because of this, the group’s original purpose, which was to help motivate the students to pass seventh grade, no longer seemed appropriate. Kurland and Salmon (1998) defined *group purpose* as “the ends which the group collectively will pursue. It describes where the group will go—the group’s aims and ultimate destination” (p. 107). The purpose is supposed to serve as a road map for the worker and the clients. During the first session, I explained that the purpose of the group was to help the students achieve their goals and find the motivation to get to eighth grade. Although there was no outright resistance to my explanation, it was evident that such a purpose did not entirely fit the group’s needs. As previously mentioned, one group member repeatedly asked me about the point of the group, and after some time it became clear that there were more pressing needs than passing seventh grade.

In retrospect, the group’s purpose needed to be revised, in part because I had not been involved in forming the group. Kurland and Salmon (1998) identified several common misuses of purpose by practitioners; one is as follows: “Practitioners promote a group purpose without adequate consideration of client need” (p. 108). The original purpose for the group had been imposed by my FI and the guidance counselor, neither of whom really understood the needs of the group, making it meaningless for them to determine purpose. Sloane (2003) emphasized that a group worker needs to be transparent with a group about the reasons for the formation of the group. Inherent in this recommendation is the principle that a worker must be in touch with the needs of the group. As he wrote, “Planning a group is an arduous task. It involves ‘hanging out’ with potential members and assessing their needs” (p. 41). I was hindered in my ability to be transparent with the students about the formation of the group, because I had not been involved in that process. It is important to note that this is often the case for interns.

*Reworking the group purpose to address members’ needs.* During the reformulation of purpose, my original FI left the agency, and I was reassigned a new FI, who was formally trained in social group work. Through supervision by this very different FI, I learned about the concept of purpose, and I read Kurland and Salmon’s (1998) article, “Purpose: A Misunderstood and Misused Keystone of Group Work Practice.” I was asked to assess the actual needs of the group, a process that highlighted a great deal of conflict among members, and between members and their teachers. Students

constantly made fun of and criticized one another, and most of them routinely disrespected the teachers as well. All of this conflict impeded our work and the group's ability to accomplish required tasks. I saw this. After engaging in conversations with my new FI, I began to think that the new purpose of the group should be to better enable group members to work with others, with one another and with teachers. My FI encouraged me to share this idea with the group, and to be very transparent about this revision. When I introduced the idea to the group the conversation went like this:

Worker: "I've been thinking about the group and what the purpose of the group is, and I was thinking that maybe our goal should be that we all need to be able to work together to accomplish something. It seems like you all have so much conflict with each other and your teachers that you can't get done what you need to get done."

Jashaun: "Nah, we're just playing."

Worker: "I know sometimes you're just playing around, but sometimes that goes too far and you all can't focus on what you need to do. I've seen it happen."

Alicia: "We already work together. We don't need to work on that."

Worker: "Well, based on what I have seen in our group, it seems to me that you need to work together better. I want us to give it a try and see what happens. We can change our goal later if we need to."

I felt confident that this purpose was appropriate for the group even though they rejected it, which is why I pushed it through even though they were reluctant to accept it. In retrospect, it probably would have been more effective to explore their reluctance and reasons. For example, it may have been intimidating to work toward such a goal, or perhaps they genuinely were not conscious of the ways in which the conflicts were impeding the progress of the group as a whole.

*Purposeful use of activities.* One of the key aspects of purpose is that it should be fluid and change as the needs of the group change. Kurland and Salmon (1998) saw it as "evolutionary," dynamic and responsive to needs, and to changes in need. As a new group worker, it was comforting to learn this, and to realize that a group is never, in fact, locked into a purpose as I had perceived it to be at the beginning of my work with Class 7A2.

The group members and I never reached a point when we would all articulate the same purpose or goal, but there was evidence that we had zeroed in on a valid purpose. Evidence of this emerged through some of our activities. The purposeful use of activities was a concept that I learned about from my FI, and this became a key in my work with the group. By thinking consciously about the types of activities I would use with the group, I was able to help make some positive changes related to purpose. For example, activities were focused, for several weeks, on helping members get to know

one another on a very basic level, activities that were low risk and did not provoke any type of conflict. Group members had been together for several months, but many of them, including the teacher in their classroom, still did not know one another very well. As time went on, I chose activities that required slightly more risk and collaboration. It was extremely difficult for members to collaborate at first, but eventually the group enjoyed a high degree of success. After one particular activity, the teacher in their classroom observed, "It looked to me like they were cooperating with each other, and I wish that it carried over to our classroom work more often." This was an important moment for the group members, because it proved to everyone that they in fact had the ability to collaborate.

Activities that were focused on relaxation were particularly successful with this group, such as guided imagery and muscle relaxation. This led me to realize how much stress and tension there was in the classroom. I understood that it was important for members to move into a different state of mind before interacting with one another. These reflections were validated by my observation that whenever I began group meetings with relaxation techniques there were markedly fewer interpersonal conflicts.

### Role of the Group Worker as Mediator

During my 7A2 group practice interventions, my group facilitator role of mediator was pivotal to my work. Social workers can serve as mediators between clients or between clients and institutions, and my FI, as well as several professors during my first year of education, emphasized the concept of identifying secondary clients: people related to the primary client but who are invariably also involved in therapeutic relationships with the worker. This concept was particularly useful. Although the group was my primary client, I came to realize that to be most successful, I had to treat the teachers and administrators as secondary targets of intervention. I used mediation skills to improve the many relationships between group members and school staff.

Bronstein (2003) noted that there is a need for collaboration between social workers and teachers. She stated that collaboration can be challenging due to "turf" issues where one professional might feel undermined by another. She recommended a model for interdisciplinary work between social workers and other professionals that is based on interdependent relationships where various partners come to depend on one another for their special expertise. This requires mutual understanding and respect. Professionals must identify and be explicit about common ground and goals that they may work toward in different ways.

Berrick and Duerr (1996) acknowledged the growing need for collaboration in "full-service schools" that aim to support students academically as well as socially and emotionally. They emphasized the importance of social workers being clear about their role in the school and making

themselves known to other professionals in the building. Although Berrick and Duerr accurately portrayed the challenges of “guest” social workers in “host schools,” they do not sufficiently recognize the obstacles that they face. Dane and Simon (1991) discussed the challenges of working in host agencies and state that the guest status of social workers in host agencies inevitably leads to certain challenges. For example, many host agencies are likely to value accountability or profit incentives above collegiality and peer exchange.

Preliminary empathy. According to William Schwartz (1971), social workers, “not only help people talk but help them talk to each other . . . [with] purposeful talk that is related to [what] brings them together . . . it must have feeling in it . . . and be about real things” (p. 12). This helps to promote mutual aid and inspire genuine dialogue among clients who were in conflict: something I did regularly. He said that “preliminary empathy” is an important step for social workers in their role as mediators. Such empathy enables them to genuinely tune into the needs of conflicted clients so that biases regarding conflicting values, for example, do not influence the mediation.

Prisoners in their own school. In my case, preliminary empathy helped me to understand the roots of the group’s behavior. Instead of simply viewing the members’ behavior as “bad,” as did many in the school community, tuning in with preliminary empathy helped me to consider what contributed to the behavior, such as stigmatization. Exercising empathy made me a more effective mediator. For example, during one session in particular, group members were voicing feelings about their dislike of school uniforms, a topic that arose often in the beginning stages:

Worker: “So these are some other things you would want to address in the school. Does anyone have other things they would want to change in the school?”

Jerome: “Yeah, I still want to talk about uniforms. Why do we have them? When I put this on, I feel like a prisoner or something.” (Some students laugh.)

Worker: “That’s ok; he’s saying how he really feels about it.”

Alicia: “I know what he means. I want to know why we have to keep our things locked up in the closet every day. I’ve never been in a class where you have to do that.”

Worker: “So when you come in every morning you put your stuff in the closet and it gets locked? Well do you know why?” (Several members say “no.”)

Alicia: “That makes me feel like a prisoner to not be able to get at my stuff.”

In this dialogue, two group members were relating to each other because of a common feeling that they were prisoners in their own school.

This theme of feeling like prisoners engendered in me a great deal of empathy, and I began to understand some of the roots of their behavior. Locking up personal belongings is not a uniform practice in the school; it was required only for this class, because teachers felt they could not trust the students. Regardless of the roots or reasons for this practice, however, it was evident that the lack of trust, and having their things taken away and locked up, made some students feel violated.

After this meeting I felt that this issue needed to be addressed by the school. The group members' classroom teacher had been present for the discussion above but was unwilling to engage in a genuine conversation about the practice. However, because of the social work values I brought to the group, this particular theme of "poor, African-American youth, feeling like prisoners" resonated with me; and in a neighborhood with a very high rate of incarceration, it seemed dangerous to start making young people feel like prisoners.

It is ironic that many of the New York City public schools that are serving the lowest income populations are invariably the ones that require students to wear uniforms. Although I recognize that there are a variety of philosophies behind this decision, I think there is a common subtext that uniformity and strict discipline will benefit poor children of color. This angers me, perhaps because of my previous professional experience working in a New York City public school with a population of primarily middle- to upper-class White students. There, students were trusted to wear what they wanted and, more importantly, were, for the most part, treated respectfully. They felt empowered to ask questions, to challenge faculty and administration decisions, and felt like genuine participants in the school. My work in the host school in East New York, where the student body is exclusively low income and of color, was an extreme contrast. Students did not seem to feel any sense of empowerment in their school. Unfortunately, this observation, and my ultimate feelings of resentment toward the school, led me to an intervention that proved to be ineffective with the group.

*Reaching out to teachers.* It is important for a group worker, as mediator, to be conscious of how his or her own experiences might affect interventions. When the members of class 7A2 began complaining about their school uniforms, I made the assumption that this was something they wanted to try to change. In retrospect, this interpretation was most likely the result of my personal feelings about unequal power structures in the school. This was perhaps due to my confusion over the fact that group members were so willing to talk about the uniforms and how much they disliked them. When I steered the conversation in the direction of what could be done to change the situation, the group lost interest, which I first interpreted as intimidation. Later, I realized that the students were not necessarily looking

to actually change the uniform policy. As I explored why they might repeatedly bring up the subject with me, especially in the beginning stages of my work with them, I realized that they were perhaps trying to determine if I could be trusted and if I could listen.

There were other issues that arose in the group that created the need for me to utilize my group work skills as a mediator for the group. Because of my status as a guest in the school, the guidance counselor advised me that classroom teachers would have to be always present while I facilitated the group. During the first and second sessions, however, the teachers' disciplinary styles impeded the progress of the group; for example, they would respond to minor infractions in a very harsh and direct manner that did not fit the nature of the therapeutic group. After discussing this with my FI, we agreed that the best intervention would be for me to have a private conversation with the teachers about the purpose of the group, about the mood of the group, and about my role as facilitator.

That conversation did take place, and it proved to be effective. I learned through that dialogue that the teacher in whose room the group took place had not been informed of my role as group facilitator and knew nothing about the group. This conversation also surfaced the complaints and frustrations the teachers experienced with the class and group members. During the conversation I was conscious of race and age. I am a young White social worker, and they were both older African American teachers. I was afraid of being perceived as judgmental. However, I used my previous teaching experience to build rapport and empathize with them. I found common ground, empathizing with them over the challenges of classroom management and the frustrations of working with a classroom filled with disruptive behavior. I offered to help the students work together more effectively, expressed the hope that the teachers would allow me to manage the behavior during group sessions, and stated that I believed that some of the benefits of group work would also make class time more meaningful. (Although I did not voice it, I also hoped that my strategies for dealing with disruptive behavior in the group would serve as a model for them.) I also invited them to participate in as many group activities as they wished, which I thought would help students to know them better as people, and which could hopefully reduce some of the conflict. Ultimately, the conversation was effective; my role was clarified for the teachers, and they understood that I could support them as well as the students. After this conversation the teachers turned group management over to me almost completely.

*Feeling ignored.* Other instances of mediating between the students in the group and their teachers were also effective. Umbreit and Burns (2002), who promoted a humanitarian model to mediation that is grounded in social work values, wrote, "This model recognizes that most conflicts develop within a larger emotional and relational context characterized by powerful

feelings of disrespect, betrayal, and abuse” (p. 2). In my work at this field placement, I did see my goal as helping group members and teachers to become conscious of these larger emotional and relational contexts. This was a difficult mediating role to play. I had to maintain the group’s trust, even as I tried to point out their part in the conflict; at the same time, I did not wish to undermine the authority of the teachers but did want to help them to interact with the group in more positive ways. It was a balancing act that was difficult to achieve, as the following case example illustrates. Immediately prior to the following excerpt, a teacher’s aide had been trying to participate in the opening check-in but reported feeling ignored by the students:

Worker: “Did anyone notice what just happened?”

Damien: “Miss Brown gave up because we were talking too much.”

Worker: “Right. How does it feel to be ignored?”

Jerome: “Bad, like you want to hit someone.”

Ramon: “If someone ignores me, I just walk away. I don’t care. I won’t speak to them.”

Worker: “Right, which I think is sort of what just happened. Miss Brown listened to you, but then you didn’t listen to her, so she stopped trying.”

Jamika: “Yeah, but she doesn’t usually listen to us. She’s off praying for us. She’s like ‘May God bless these children and show them the way to behave’ and stuff like that! She never listens to us.”

Worker: “I understand that this may happen sometimes, but I saw her listening just now to you all.”

In this case I tried to evoke empathy from the students by getting them to consider how Ms. Brown felt when she was ignored. I wanted to acknowledge the sentiment that Jamika and others often felt ignored by Ms. Brown. I also wanted to highlight that Ms. Brown was making an effort to interact differently with them but that they had not welcomed her effort, which meant that no change could ever occur.

A social worker may have to serve as a mediator between clients and a larger system as well. For example, I attempted to serve as a mediator between the group and the school administration, because I believed that the school’s stigmatization of the group led to much of the group’s “bad” behavior. The group was quite aware of its reputation, and they felt that the administration did not trust them or value them. When I suggested that we invite the principal or assistant principal to discuss the reasons why the school has uniforms, many group members said that they did not think that either of the administrators would come, or that if they did, the students’ feelings would still not be heard. I asked the assistant principal to come in anyway, and she reluctantly agreed, saying that she would come to the group but would not engage in a conversation. Rather, she stated she would

simply tell the group why there are uniforms. On the scheduled day, she was busy, and she said that she could not come after all.

At the end of the school year, I had a second opportunity to mediate between the group and this same administrator. As we neared the group's termination, group members started to ask for the special privilege of having a group meeting outside. At one meeting, a group member who was referring to me said to the group, "I bet she doesn't trust us to go outside." I said that I did, but that it was not up to me. I added that I would, however, speak with the assistant principal. I knew that it was unlikely that the school would allow the group to go outside, and in fact, the administrator said, "They are a very bad group and don't deserve any special treatment. All year they have behaved poorly and they haven't earned time outside." I tried to advocate, but she stood her ground, so the group was confined to the classroom all day, while I had the unhappy task of explaining the denial.

I had tried to effectively mediate for the group in both situations, but both times I was not successful at achieving the group's wishes. In retrospect, I realize that this may not have been the wisest way to use myself as a mediator. Perhaps in both situations my ill-informed desire to establish myself as "an adult outside of the structure of the school" who could advocate successfully for the students might have misled me to overestimate my ability to assess what I could realistically achieve. In retrospect, I might have asked the group how to celebrate our last session in the classroom, rather than seeking the unlikely outdoor session.

## FINAL THOUGHTS

The dynamics of the final session of the group beautifully demonstrated the group's movement since its inception. As the final session began, I facilitated a reflective discussion about the group, asking the members what they had liked and what they had not liked. One member said that the group was a nice break from class time and the normal structure of the day. Another said that he liked the freedom to talk about what he wanted to, and to complain about school. One girl said that she wished we had played more games. A boy said he wished that we could have gone out of the classroom for some sessions.

After this discussion, I passed out a worksheet I had created for each member to write one positive thing gained from the group. While they worked on this, and ate pizza, I gave a note to each student that highlighted the positive qualities that he or she had brought to the group. Ideally, members should have shared these notes, but I admit that I was afraid for them to do that. I was thinking that there was the distinct possibility of mutual criticism, which I did not want to happen. In the end, though some growth took place, the group was by no means a completely safe and welcoming

space by the final session. I did eventually ask members to share what they had written on their worksheets. Their feedback included: "We can work together if we really try," "It's good to talk about stuff that is bothering me," and "Things are better when we respect each other." At the end of the session, the teacher agreed to put the sheets up on the wall to remind group members of what they were capable of and could continue to work toward achieving.

As a new group worker, it was significant for me to recognize the evidence of growth in the last session. The May group was not vastly different from the January group, but members had made strides in the direction of our group purpose: they were now able to better realize they could work together, and they had become more open to sharing thoughts and feelings about others. In terms of evaluating my success at attempting to mediate between the group members and the classroom teachers, it was not insignificant that after the final session the classroom teacher was willing to openly display their final session feedback worksheets. It was a small but significant sign that she believed in and had hope for the group process.

It is important for new group workers to recognize small successes. The successes may seem insignificant, but they are evidence of change. Despite a lack of extensive formal group work education, and despite the less-than-ideal circumstances in which I facilitated a group, I learned a great deal. I especially learned the importance of a group worker staying focused on purpose, and of a group worker accepting and working at the role of mediator between the group members and those outside the group who are significantly connected to the group members. I developed skills to facilitate change in the group; the scale of the change seemed small to me, but perhaps it was significant.

#### NOTE

1. All names have been replaced with pseudonyms.

#### REFERENCES

- Berrick, J., & Duerr, M. (1996). Maintaining positive school relationships: The role of the social worker vis-à-vis full-service schools. *Social Work in Education, 18*(1), 53–58.
- Bronstein, L. (2003). A model for interdisciplinary collaboration. *Social Work, 48*(3), 297–306.
- Dane, B., & Simon, B. (1991). Resident guests: Social workers in host settings. *Social Work, 36*(3), 208–213.
- Kurland, R., & Salmon, R. (1998). Purpose: A misunderstood and misused keystone of group work practice. *Social Work with Groups, 29*(2/3), 105–120.

- Schwartz, W. (1971). On the use of groups in social work practice. In W. Schwartz & S. Zalba (Eds.), *The practice of group work* (pp. 3–24). New York, NY: Columbia University Press.
- Sloane, C. (2003). How did we get here? The importance of sharing with members the reasons for a group's formation and the history of its development. *Social Work with Groups*, 26(2), 35–49.
- Umbreit, M., & Burns, H. (2002). *Humanistic mediation: Peacemaking grounded in social work values*. Center for Restorative Justice and Peacemaking. Retrieved from [www.cehd.umn.edu/ssw/rjp/Resources/RJ\\_Dialogue\\_Resources/Humanistic\\_Approach/Humanistic\\_Mediation\\_Peacemaking\\_Grounded\\_%20in\\_Core\\_SW\\_Values](http://www.cehd.umn.edu/ssw/rjp/Resources/RJ_Dialogue_Resources/Humanistic_Approach/Humanistic_Mediation_Peacemaking_Grounded_%20in_Core_SW_Values).