

Masterclass ASGW001 – Dr. Sheri A. Bauman interview by Dr. Lorraine Guth

INTRO: Welcome to the Association for Specialists in Group Work podcast channel.

This channel is a production of ASGW, and listeners can find out more information about ASGW at ASGW.org.

ASGW empowers helping professionals with the knowledge, skills, and resources necessary to practice effective, socially just, and ethical group work in a diverse and global society.

This is the first podcast in a series of group work master classes, highlighting those who have shaped our history and contributed to the knowledge and practice of group work.

Today's podcast host is Dr. Lorraine Guth, and she will be leading the conversation with our guest, Dr. Sherry Bauman.

GUTH: Hello, group workers.

My name is Lorraine Guth, and I'm a professor in the Department of Counseling at Indiana University of Pennsylvania.

I'm also the current president of the Association for Specialists in Group Work, and also part of the inaugural podcast team, who will be recording and creating podcasts for key leaders in the field of group work.

I am so honored to have our guest today, who's going to be with us, Dr. Sherry Bauman, who is a professor of counseling at the University of Arizona.

She's going to speak with us today about her key group work experiences, and the many experiences she's had with group work service with the Association for Specialists in Group Work.

She's currently the chair of the Fellows Committee, has been involved with many aspects of the Association, and I'm so pleased to have you today, Sherry.

BAUMAN: Well, I'm really excited to be here, and I'm very honored to be invited.

GUTH: Awesome.

And I wanted to start out, Dr. Bauman, if you can introduce yourself and just give a little background so the listeners understand some of your unique and interesting experiences.

BAUMAN: Okay. You know, it occurs to me, I should tell you right up front, that I'm a Bronx girl.

So that's really important seriously in terms of my manner and my maybe abruptness of speech and so forth.

As you mentioned, my degree is in counseling psychology, but this is my second or third or fourth, depending on how you count, career.

BAUMAN: So I've had a lot of experience prior to becoming an academic, and all my academic experience has been at the University of Arizona, this is year number 21 for me.

And I'll be retiring at the end of May, which terrifies me, by the way.

My areas of research have to do with peer victimization, bullying, and cyberbullying, and particularly the teacher's role in that dynamics.

And that comes directly from my experience in schools, because I saw so much of that and felt ill-equipped really to make a difference.

So I've made that the focus of my research.

And actually, right now, I'm a co-PI on a project, we have 68 classrooms in 14 schools, and we're doing student surveys, teacher surveys, classroom observations. It's a huge project.

And then I'm involved in some international projects that are really exciting, largely having to do with the impact of COVID on mental health, on bullying and cyberbullying and so forth.

So, I managed to keep my fingers in a lot of pies, so they're pretty sticky.

Before I, my first career was as a teacher and school counselor.

And when I retired, I got my doctorate.

And my first job post-doctorate was as a school psychologist, which was not a good fit at all.

And then I've also worked as a private practitioner, as a licensed psychologist. And there, I worked with a colleague, we did groups for sex offenders, and he was wonderful. I think that's something to know about me.

I've just been very lucky, by chance, I've run into some wonderful teachers and mentors. And that's, I think, really shaped who I am.

GUTH: Well, congrats on those awesome projects. You've always been on the cutting edge of things with your work in bullying.

And now, it's really interesting that you're doing some work in the pandemic, and how that's impacted things. And I'd like to go into that a little more as our interview progresses, because I think the listeners would really like to know about that.

BAUMAN: Okay, I'm not sure we know a lot, but I'd be happy to talk about what we're thinking.

GUTH: Sure. Maybe now is a good time, since you brought up the topic about the pandemic, because that has really changed our lives in so many ways, and has also impacted teaching and learning. And so, if you could briefly describe what that project is, and any things you've been learning along the way.

BAUMAN: Well, as I said, our hypothesis really is that teacher interactions and climates, and how the teacher manages the classroom and relationships, is essentially the bottom line, rather than anti-bullying programs or speakers, that really make a difference.

But we want to have evidence of that, so we're surveying teachers and kids in their classes, so we can match them up. And then we were trained in a particular classroom observation system, that we're coding interactions that we observe, and we've just finished round one.

We're going to go back in the spring, so we'll also have watch things unfold.

But, you know, it's interesting to be in the classrooms and talk with teachers just, you know, before or after. They're all seeing lots more aggression, lots more fights. Kids that seem to just not care anymore. Kids who used to be good students are now unmotivated at all levels, elementary. They just don't seem to be invested. Social skills have deteriorated, never mind academic skills.

So they're feeling like it's exhausting to try to do all of that.

And the other part that concerns me is there's still this expectation that, you know, we have these state performance exams, academic achievement exams, that the kids are going to be at the same level that they would be had we not had the pandemic.

So the teachers are feeling tremendous pressure to get this academic stuff down, so they don't fail at the state level.

But they know that that's not what the kids need. I mean, certainly not- We don't want to discard it, but they feel like they need to be, A, assisted and given time to attend to the kids' emotional needs.

Some of these kids have been traumatized, not just by being isolated and lonely, but they've lost family members. They've had to say goodbye to someone on an iPad. Unemployment meant the family was homeless. I mean, it just goes on and on.

And I think we need to recognize how severe this kind of trauma is. And when you have enough kids doing that, it upsets the whole dynamic of a classroom and a school.

But I don't know how many times I've seen when I go into school, oh, the aggression is out of control. We never had fights, now we have five every day or that sort of thing.

So kids, I think, have just bottled up a lot of things, and they don't know how, really, to express it appropriately. And I think the school needs to and wants to do more to help them, but our system is not constructed that way.

GUTH: I think it's awesome that you're looking at the importance of that emotional connection that the learners have and the students have.

And I wonder how you think group work could be helpful in this environment.

BAUMAN: I think it would be, I want to say life-changing, but changing the direction and carefully putting the groups together and helping them develop social skills, practice social skills, be able to get feedback safely, all those things.

And I think it would be important. You don't want to put a group of all the aggressive kids together to reinforce each other and so forth.

But I think, and of course the counselors are stretched, but I'd be happy to go in and help schools, for example, and I think there are other people who would do that.

But particularly for kids who are victimized, who are targeted, I've seen some really wonderful outcomes before pandemic even using groups. And we're seeing, as far as we can tell, it's the same kids that are being targeted.

And also, it's real interesting, I'm working with a team from Russia and a team from Mexico, and they took the same surveys, and there were a lot of differences in terms of how many this and how much access. But in terms of the impact on kids, it looks very, very similar.

So this is not just an Arizona or U.S. phenomenon, but kids all over the world are really suffering from that isolation period and groups- I've been preaching groups forever, particularly for victims and integrated groups where there may be an aggressor or along with some kids who are victimized or sprinkled in, but never a group for all aggressors because what they'll do is reinforce each other.

And that's not what we want to do. But anyway, that's my two cents and I'll stop there.

GUTH: You're doing some wonderful work and I'll look forward to see how this unfolds as you get the results and continue to look at helpful group interventions.

You talked about how you've been doing groups for a long time. And I wondered if you had any early experiences, either growing up or early on in your career that really sparked your interest in group work?

BAUMAN: Yes, but not growing up. I grew up a hundred years ago and in those days, counseling or anything like that was just not something one did unless they were in an institution, it was the attitude that I grew up with.

So I graduated with a degree, an undergrad degree in psychology from a very experimentally focused group. I don't think we did anything clinical. So I got a job as a teacher because in those days, what I needed to be a teacher was a college degree and a pulse.

And I had both of those things. So I got this job and it was in a very crowded school. So they had split sessions. So I taught from seven to 12 and then there was another, everybody shifted and then there was a 12 to five, which meant, this isn't extraneous, it's important because then I had those other hours to be available to do other things. And there was a school psychologist there who, I approached her because I was concerned about a little girl that was struggling in my class.

And she said, you know, I really think a group would be very helpful. And I sort of said, what do you mean, what's a group? And so she organized, it was me and two other teachers who were interested in this. And she really was our, not just supervisor, but she was our mentor and instructor and we met before and after every session. And that was really my first experience as a bumbling leader.

But a couple of these girls made such gigantic improvement that I was hooked. I just knew this was the way to go. Working one-on-one with the very same girl, nothing happened. I'm an adult, you expect me to say that, but when peers point out things or help someone develop a

skill that they think they can't do, it was really powerful. And I think that was the turning point for me in a sense.

GUTH: Awesome. So you witnessed the power of group work and have been connected to groups ever since?

BAUMAN: Whenever I could, yeah.

GUTH: And what about any role models that you have had?

BAUMAN: Well, certainly, yeah, certainly that, sorry for talking over you, that psychologist, the first one. I have, I don't know how many workshops I've done over the years, but many with the Corys who I really admire. I admire Yalom's work tremendously. I'm trying to think, I mean, Gladding, who we just lost, but all the leaders really have contributed in some way to my development.

I was very lucky in my doc program when we took the group course. My co-leader was an amazing skilled many years as a master's level therapist. So he was really a role model for me.

He was much more daring and spontaneous and, you know, he was sort of Gestalt, he would come up with a thing right in the middle and I didn't know where it came from, but I learned a lot from him.

And then the psychologist I did those sex offender groups with, he's still a friend. We were very, very different in our style and our personalities and so forth. And we really learned how to use that to an advantage and we were able to, I still remember one instant we disagreed in the group.

You know, he said something to me and I was offended and said, so, and you could see the eyes this big on everyone because they thought, well, this is going to end up in a fight and someone will be dead.

I mean, they didn't have the experience of conflict, you know, with authorities being a positive thing.

So he was a really good mentor for me in a lot of ways.

GUTH: And you've realized how co-leading can be a strength and really help the group dynamics because in that situation you were able to model successfully navigating and communicating a conflict.

BAUMAN: I think co-leadership is the ideal if people can manage to do that, not just in this case, but because you have different perspectives, depending on the nature of the group, it might be, you know, one does the process and one does the content or one watches number.

There are all sorts of ways to do that, but I think it ends up being the most effective model if you can arrange it.

GUTH: And initially, when you were learning group skills and to do this work, what were your initial feelings?

BAUMAN: Oh, I was terrified. And it's now a hundred years later and I still get terrified right before every group. Do I really have the skills?

Because I know the power and I know that a well-run group can be so therapeutic and life-changing in some cases, I also know it can be harmful.

And so I'm very mindful of that and I'm always sort of on the edge, thinking I don't want this to be the one where I do harm.

GUTH: And I think of you as a really skilled group worker, so how have you navigated that fear at times to be so successful?

BAUMAN: You know, I suppose I just dive in anyway. You know, I know that I'm going to be nervous every time, I'm nervous every time I start a new class, I'm nervous today. And if I didn't do those things because I was nervous or fearful or lacking confidence, I wouldn't do anything because everything is a risk.

And I think sometimes I model that, you know, and I'll tell my group students often, I've done this a million times and guess what? I'm a little bit nervous today and, you know, that's not unusual. It's expected and so forth and here's how you might work with it in a group.

GUTH: I think that's important for particularly beginning counselors to hear that nervousness is typical and it's important to not let that hold you back, but to trust in the group process and also trust in the skills that you've been learning up to this point.

And that can help to be a successful group.

BAUMAN: You know, and I would add to that, that if you're not nervous at all, maybe you're underestimating the power.

So, a little, you know, nervousness, a little anxiety can be very motivating for the leader to be very present, very focused, and very tuned in to what the group can be.

GUTH: Share a significant or impactful group experience that comes to your mind.

BAUMAN: This is one I'll never forget and it's part A and part B. So, I worked in an alternative high school for many years and over the years, unfortunately, there were several suicides of students over time.

And this particular one was 1985. It's a long story, but it was my student and I acted in a way that I thought might, I was intervening in a way that I thought might make the difference, and it didn't.

And I'm not going to tell the whole story, but I was traumatized as well as everybody else.

And so, I called, this happened in the morning, and I called the crisis team at the district and said, this happened, I'm a mess. I'm going to be coming back at such and such a time. Please bring the faculty and the staff together. We were a small enough school that we could do that.

And they were amazing. A, I was a mess, but B, we were going to have to tell the kids the next day. We were going to have to notify parents.

We were going to have to decide, do kids go to the viewing? Do kids go to the funeral? Do we go with them? And I was so caught up in my own emotions, and I needed to express them. And we met probably eight or 10 times to get through this experience, and I felt so supported. And I also felt, at times, misunderstood, but the group gave me the experience of clarifying that. So, I think had I not had that, I would have quit, and I would have said, this is it, I'm done.

And then, sort of related to that, that particular school district, we had a supervision group for the counselors with a local therapist, not affiliated with schools.

And we met once a month, and different people came.

So I don't know how long after this, they came, and people began talking about this counselor who they didn't know, who had this suicide, and did X, Y, Z, and making a lot of judgments.

I'm sitting in the room, and I said, this counselor is me, and I had a chance to really, first of all, express how I felt about gossiping, which is what they were doing, and many of the things they said were just not true, as is often the case with gossip, but for them to understand what this experience was like for me, and I was angry at the beginning, and I left sort of understanding that, I think a lot of it was about their fear, gee, what if this had happened to me, and that came about.

But I felt I left feeling accepted and understood, maybe not so much supported, but at least accepted and understood that that event, as you can imagine, was a real trauma, and without those two kinds of groups, I'm not sure I would have stayed in the field or that I could have continued to function very effectively.

So those were really big ones for me.

GUTH: And that was a really impactful and sad situation that you found support through your coworkers and peers in the first group who came together to help you through that. And I think that speaks to the importance of taking care of yourself as a counselor and your own wellness during a really sad and traumatic time.

And you were able to be vulnerable in that situation and felt the support.

And then in the second situation, you were able to voice some things, anger and the truth about what happened, and you took a risk, but yet were able to find the strength to share that.

And I think others learned from you, and also had a better understanding of the situation and what you were going through.

BAUMAN: I agree. And you know, also in the first type of group that we had with the faculty and staff, it was really important because, for example, we had one- we agreed we would tell the students in this way, we had a script so everybody heard the same thing at the same time- and she said, I can't do it. I just can't do it. I need to stay home. And she was able to get support for that. Nobody said, what do you mean? What's wrong with you? Put your own stuff aside.

But there were things like that: Who's going to go to the funeral? Do we go? That people were able to voice and get understanding and support that wouldn't have happened had we not had that. And those leaders were amazing. They were well-trained, but they were really skilled.

GUTH: I'm going to switch gears a little bit and ask you to discuss a brief history of your work and service with ASGW and the things that you've learned along the way regarding leadership in these positions.

BAUMAN: First of all, I think I joined in the 80s, early 80s, but I was what I would now call a lurker for a long time. I didn't get involved, I read things, I attended conferences, but never presented and really just observed and soaked up what I could, but I didn't give back, frankly.

And then the newsletter editor position became open. And a former mentor of mine knew I loved to write, I still do, and said, I think this is a really good opportunity for you. Why don't you apply?

I applied and I got it, and it ended up being four years in that role. But I also got to attend the executive council meeting and watching some amazing leaders, some not so amazing, but observing people in that role who already are skilled in group work really motivated me.

And my next adventure was when the editorship for the journal came up.

And that seemed like a logical next step, but- not but-and, And at that time, we were going to shift from paper, sending out copies in the mail and collating reviews to using an online system.

And there was resistance from some quarters, there was anxiety, there was disagreement and so forth. So it wasn't just taking on this role, it was managing all the different reactions to taking on a whole new, what at that time, it was really something very new.

So I learned about how important it was to listen to people, particularly the people that disagreed with me, because they challenged me in a way, and sometimes they convinced me of their position.

But even when they didn't, it forced me to think more clearly and clarify. So I watched excellent leaders, and not just in ASGW, but particularly there.

That was the first time I ever saw a process observer.

And I decided that that should be a requirement for any group of people, task groups, work groups, whatever, because I would see, as part of that team, sometimes this person who was just one step back, but was knowledgeable, could really, you know, you go, oh, wow.

And it would make a real difference in the progress of the group.

And then I hadn't been too active for a while. I always tried to go to conferences. I always, when I could, do the service day activities. And I'm doing that this time, this upcoming conference as well. And I now have joined the committee that's doing these kinds of initiatives as a member.

And then, as you mentioned, I'm the chair of the Fellows Committee, which is, that's really an honor. I remember how I felt when I was a Fellow and, you know, talk about imposter syndrome.

What am I doing in this room with all these luminaries and thinking about what would I say that would make a difference, would be worth saying to this group and so forth.

So it's really kind of fun to watch the process from the other side and see how much respect there is for individuals.

And again, to lead a group, we did it on Zoom as a result of the pandemic. And that was very rewarding, actually.

GUTH: And I was part of that meeting. And I remembered that the attendance was great because Zoom became a more accessible option for members to attend and Fellows to attend this meeting.

BAUMAN: You know, I think in a lot of cases, I think I had to teach, I'm sure you did, my group class last year on Zoom.

And I thought, this isn't going to happen, you know, I can't. And then you manage and you learn skills and you learn some advantages in terms of accessibility and time and the different kinds of skills people need when you turn off your mic, when you turn off your camera, how you use the chat, which-- this is an aside-

But I was in a group, I don't want to give the details, but the leader had the chat open, ok? And sometimes that's really important because there may be a technical issue that someone needs help with.

But in this case, one member was using it to attack others, but the rest of us didn't know what was going on. And you know, the group suddenly was kind of disintegrating and people were withdrawing and nobody knew.

So that's, you know, all those kind of new things you have to think about, do you turn on chat or not, and how do people signal that it's their turn and all those things.

I think it was challenging, but you know, there are people, for example, in very rural areas who can't access groups just for transportation or time reasons. There are people with disabilities who would find it very difficult to get to a physical group meeting. And I think Zoom actually helped us see that that is an option.

And we probably need some different skills. And some people have really stepped up with that topic and helped people work out those things in advance rather than on, you know, experimenting on a group and having a fail.

GUTH: We've certainly learned a lot over the last year and a half regarding how to adapt groups to an online format.

I would direct the listeners, if you would want to know more about this topic in the December 2021 issue of the *Journal for Specialist and Group Work*, there is an article related to 10 tips

for the facilitation of virtual groups. (Ed. Note: *Journal for Specialists in Group Work*, Vol 46(4), Dec, 2021 pp. 309-321).

So if you would like to know more about ideas for how to navigate online groups, that would be a nice resource.

BAUMAN: And I will attest to its value. I also forgot to mention something that I just thought of and realized how important it was to me.

The previous president charged a group to revise and update the standards, you know, the documents that are the foundation of the organization.

Things had evolved, context was different and the environment was different. And we worked as a whole group, we worked in subgroups to do that. It was very challenging.

We didn't want to discard what people had also spent a great deal of time and effort and thought to putting together. But we felt, A, in some ways it was cumbersome, it was too long and maybe people didn't read it.

But more importantly, we've learned a lot since those written, particularly about diversity and inclusion and how that's accomplished in groups and what we believe. And so working with an amazing group of people was really a growth experience for me.

And I was very privileged, I think, to have an opportunity to be part of that process. And there were some people with long, long histories with ASGW, and there were some more recent members.

And I think that helped, again, to give those different perspectives. And sometimes the disagreements were very productive.

GUTH: And if the listeners have not seen that document, it is a wonderful piece of work that really has guiding principles for group work practice.

And that's available on the ASGW website, asgw.org. And that will be coming out in the *Journal for Specialists in Group Work* in the next issue. (Ed. Note: *Journal for Specialists in Group Work*, Vol 47(1), March 2022.)

And thank you so much for making that, being part of that awesome contribution.

BAUMAN: Thanks. I feel like I got a lot more than I gave, which is the story of many of these experiences.

GUTH: And I did want to mention and bring up that you created, along with Sam Steen, two outstanding videos that I continue to share with my students, because I think they're excellent models of running groups with children as well as adolescents. (Ed. Note: *Group Counseling with Children: A Multicultural Approach* (2012) and *Group Counseling with Adolescents: A Multicultural Approach* (2012).)

And if you could share a little bit about what sparked your interest to make the videos, and if you were going to make the videos today, if you would have any changes or additions.

BAUMAN: I think what sparked, you know, I mostly work with school counselors in training and some other mental health counselors that plan to work with or want to work with children.

And when I'm teaching group, I had trouble finding any examples, because I believe observation is a really important part of the training and growth. There were some things out there- generally, they were older kids, they were leader type kids, and those were useful.

But I didn't think they really reflected what happens with younger kids, diverse kids. And Sam and I got talking about that one time, and we, you know, sort of saying, we don't have it. So let's do one, you know, that kind of thing.

And we made a proposal to ASGW. And they came out of that.

I would do a lot of things differently. First thing I would do differently is do the screening ourselves. In both cases, because of the logistics, Sam was coming from the East Coast, we did both of them in Arizona.

And so in terms of the length of the visit, we let the school counselors in the first case and former students in the second case make those decisions.

I think the school counselor in the first case did very well. But we didn't have a chance to interact with those kids, even about logistics, prior to their arrival on the day.

And I think things might have started out a little more smoothly had they known that their big thing- it was hilarious- We told them that we were going to be simulating a group that we typically really meet once a week, but we were going to do it all in this one day.

So we were going to pretend. Well, they got very concerned that, well, you wouldn't wear the same thing every week. So they all brought tops and insisted that Sam and I, that was their big concern is that it looked like that.

Ideally, I really would like to do it in a weekly group setting because the application and how they process it between sessions didn't happen. A. B, we were all exhausted by session six, and it took from, I think we start like an eight to six kind of day. And I don't think we had the best energy towards the end.

So one is that I would do not just, I see screening is also an opportunity to educate prospective members and make sure they understand as well as they could what they would be doing and what they're committing to.

Just ethically, I feel like that would have been important. Doing it in the real sequence, however it's done, would have been the next thing I think that I would do.

GUTH: And even with those things that you would do differently, I love the videos and think that they really did and continue to make a valuable contribution to group work practice, particularly with children, adolescents, you addressed multiculturalism and diversity, awesome experiential activities that you integrated that I found to be very useful.

And whoever views them can really learn a lot. So thank you for that.

BAUMAN: And another decision we made that I wouldn't change, but we had to sometimes, I wouldn't edit. We didn't edit the first one at all. Every blooper, every bad or unhelpful intervention was there for people to see.

And as you talk about training and the group survived and we survived and how you kind of pick up when you realize, oops, I think that gives people a much more realistic idea of what it's like to work with groups of children than if we cleaned it up so that every blooper we made or every ineffective activity was removed.

So I feel like sometimes either the role play, because that's what you do in training, if you don't have live kids, you have adults pretending to be kids and that's not realistic.

Or if you clean up a group that was put on for a demonstration so that none of the flaws are visible, you're giving people, talk about imposter syndrome- Well, look, they didn't make any mistakes. Everything went perfectly!

No, it didn't.

Anyway, so I think that's important to keep in mind. That was for us anyway. And then you have to balance that with how long can people watch, what's realistic. I would do that a little differently also, keep the sessions to the time limit.

There are a couple of sessions where we went way over because we wanted to demonstrate something, and that's not a reason to do it.

So I think doing it in a more realistic context really, I guess, I think would have been very helpful.

GUTH: And thinking about group work practice, what tips do you have for the listeners, either individuals just learning group skills and group work or people that have been in the field a long time?

BAUMAN: Well, my first preaching moment is that exercises are not purpose. Exercises are a vehicle to accomplish something. And sometimes it's very obvious early on that it's either not working or that there's something else bubbling up in the group that is immediate and needs attention.

And I often see, particularly novice group workers, well, I have to finish the activity. That was what I planned.

No, you don't. You planned, you know, what was the goal of that activity? That's what you planned.

And if the activity didn't get you there, there may well be material in the group, and it probably is, that will get you there just as well.

So being willing to see exercise is not as the necessary component, but there may be times when you don't need exercises ever. They're an adjunct to what you're doing. I feel very strongly about that.

I also feel very strongly in any group, I'm talking sex offenders and fourth graders, that there be a check-in and check-out. And a check-in to me accomplishes several things.

The first is that's usually an occasion where everybody can say something, you know, whatever you come up with.

It may be a word, but indirectly you're modeling that we all have a voice here without being, you know, proscriptive.

And then sometimes you pick up, and I can think of several examples where that was the occasion, that there's something going on either within the group or within an individual that really matters, and you would overlook it if you just proceeded with the group without that knowledge.

And I've done that, and that's when I realized, no, you can't overlook that, don't be in a hurry.

And the check-out, I think, can be an opportunity to link sessions.

You know, what did you learn today, or what are you going to remember about today, or what's valuable, or what are you going to take with those kinds of things helps them consolidate what happened.

And then at the beginning of the next session, you might say, remember, you know, many of you, blah, blah, blah, and then let's check in for today.

So even though that is a, I suppose it's an exercise or something, but I think it's a valuable technique to use because it frames the session and gives you very important information in your own planning.

I'm also big on evaluation, and I think many of us evaluate by, you know, giving a what did you like, what did you not like, what would have been helpful- And those are good kinds of feedback, although I like to do that sometimes in the group with the group.

But, you know, let's say it's an eating disorders group or a body image group. I think it's really important to give a pre and a post, and with realistic expectations.

A six-week group is only going to be able to move someone so much, but did it move at all? And if not, why not?

Because it may be that the duration wasn't sufficient, or that there was the group was too big, or the group was too small, or you had, like we did eating disorders group in the counseling center in my internship. And one time we just took people with eating disorder diagnoses or issues, and we ended up with, I think we had some overeaters and some bulimics.

And guess what happened? The overeaters were delighted to learn about these skills to purge, you know. I think it's important to keep all those things in mind.

So evaluating pre, post, and we talked earlier, I think co-leadership is ideal if you can do it. But that involves debriefing and planning a bit, just processing what happens.

If you just show up and lead, you're not really maximizing your potential of that model when it can happen. And because of my background and training, I guess, kids, leading groups with kids is different than leading groups with adults.

Leading groups in schools is different than leading them in mental health centers. Some of it is logistical, some of it is developmental, and so forth.

And I think for counselor educators, we often do one group class and don't spend much time on what are those different skills that you need if you're working with children and adolescents.

I wish we would do more of that, because I train counselors that go out in the schools and I see them doing groups.

And recently, I had a counselor who was horrified and said, I'm learning everything not to do. Everything you taught us is being ignored, and I see the damage that's happening, and so forth.

So schools and kids require different skills, and I think it's important to teach those.

GUTH: Those are all wonderful tips for group work practice. And as we come towards the end of our time together, I wanted to see what other words of wisdom you would like to share with the listeners.

BAUMAN: That's assuming I'm wise, right?

GUTH: You are wise!

BAUMA: How about just the words? Well, you know, I just join a lot of professional organizations and I go to conferences, sometimes international conferences, but when I'm with ASGW, that's where I'm home.

I think that the organization attracts people who have interpersonal skills and interests and they're warm. They sort of model everything you want in a group worker, and that comes out in interactions with the other members.

I feel like I've made more enduring friendships or professional contacts than I have anywhere else. So I really, and over the years, I remember the initial website, what it looked like and what it looks like now and all the innovative things that happen and people don't just sit back and do as usual.

So I think that organization has been very important in my development and my career. So I encourage people to get professionally active, whatever that means for them.

For example, you know, when I lurked, I learned a lot and eventually I put my toe in the water, but I also, it just occurred to me, I remember when I first started coming to conferences and it was Jerry Corey where I sat at a lunch next to Irvin Yalom, I was absolutely tongue tied. I mean, it's like God had come in the room and what do I do?

And one of the things I learned is they're all people and that's why they are attracted to ASGW because there are these real relationships and there's not a lot of posturing.

So I just think this organization is really valuable and innovative and growing. And I'm really honored that you asked me to do this.

GUTH: It's been an honor to have you and I agree with you. There's something special about ASGW. I know it's my professional home and I value the relationship we've had over the years and all of the fantastic contributions you have made over the years and connections that we formed. So thank you so much for sharing all that you did today.

I'm honored that you're part of the inaugural podcast series and I just, my heart is warm from our conversation.

BAUMAN: Me too. I was, as we said, I was quite nervous and I feel much more relaxed and I'm always happy to have an opportunity to talk with you.

So thanks for the invitation.

GUTH: Thank you. So listeners, I hope that you all found this conversation to be helpful. We welcome your feedback and thoughts after you hear this outstanding podcast.

It's been a pleasure. Thank you, Dr. Sherry Bauman for being here.

And this is Lorraine Guth and we will end our time together.

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Thank you.

Bye.

Bye.