

Editorial

Student groupwork

This issue showcases the work submitted by the 1st and 2nd place winners of the two most recent rounds of this journal's Student Groupwork Essay Competition. The aim of this competition is to stimulate an interest in groupwork among students across a range of disciplines, to encourage next generation groupworkers to gain experience writing and dialoguing on groupwork topics they find interesting, and to provide an outlet for the work of students which can be of very high quality. This competition is open to all students of groupwork across the world and the line-up of winners published in this issue reflects this global engagement in this competition. Invariably there are winners and losers in competitions, but as one of the judges I can state that it is not an easy competition to adjudicate given the very high standard of papers that many students submit to us. The next iteration of this competition is now open for submissions. More information can be found at this link:

Students need encouragement and support to put themselves forward for these types of competitions, but whatever the eventual outcome, the act of taking part is in itself a valuable exercise and so we encourage all educators and student mentors to encourage students they know to consider submitting an essay in line with the competition guidelines.

In this issue we present the work of four winners. This issue opens with an article by Sarah Marr from the Toi Ohomai Institute of Technology in Rotorua New Zealand. '*Waka tētē* as a groupwork intervention with young women impacted by domestic violence', the article combines aspects of Maori culture with groupwork theory to reflect on work with women impacted by domestic abuse.

The second article is an essay by Kasia O'Leary who was a student at the time of the competition she entered from University College Cork in Ireland. In her essay, 'A support group for parents of children attending child and adolescent mental health services', she reflects on the importance of theory and practice wisdom in delivering groupwork interventions such as the one she was involved in during her student practicum.

Casey Wynne's article is titled, 'Supporting the researchers of traumatic experiences', in which she makes a cogent argument for the development of a groupwork intervention for researchers who are exposed to trauma as part of their research work. This could include trauma of various forms including secondary traumatic stress, vicarious trauma or compassion fatigue. This proposal is convincingly argued. Casey wrote this article while studying at the School of Social Work, University of Southern Maine, USA.

The final article in this issue is titled 'Addressing unmet needs in adolescent eating disorder treatment with an ongoing remote-access peer support group' by Emily Baronfeld, also a student in the School of Social Work, University of Southern Maine, USA, at the time of writing. This article proposes a digital groupwork support approach for adolescents with eating disorders. This type of intervention involves consideration of a range of clinical and ethical issues, all of which are considered and addressed.

We wish to thank our authors, firstly for taking part in the competition and secondly for agreeing to the publication of their work. We wish them every success in their future careers and hope their interest in groupwork will be part of that journey.

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