

THE UNIVERSITY OF MANITOBA

AN APPLICATION OF THE MEDIATING MODEL
OF GROUPWORK WITH A GROUP OF
IMPRISONED SEX OFFENDERS

by

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CHAPTER I

INTRODUCTION

Rationale for Social Work Intervention

Estimates by local correctional administrators indicate that the population of sex offenders imprisoned in correctional institutions has remained at approximately eight per cent of the total sentenced population. While the percentage figure is significant in itself, the actual increase in the number of these offenders who are imprisoned has caused correctional administrators to review the provisions made for this segment of the imprisoned population.

Most sex offenders are subject to harrassment and physical harm by other inmates and as a result are segregated within the institution in an area referred to as "protective custody". Residents of the "protective custody" unit, which includes the sex offenders as well as others considered to require segregation from the general prison population, participate in all day-to-day institutional activities in total isolation from the general

inmate population. The sex offender's label and his segregation severely limit his access to many of the rehabilitative services and programs of the correctional institution.

Court dispositions for sex offences of a non-violent nature, including exhibitionism and voyeurism, divert these offenders to community-based rehabilitative resources. Sex offences involving aggressive or violent acts, including indecent assault and rape, result in the imprisonment of the offender. Specialized rehabilitative input for sex offenders is generally non-existent within the correctional institution setting. The lack of services for the imprisoned adult sex offender described above is paralleled by a scarcity of discussion in the literature and research published on this subject.

What then are the implications for social workers, "who, as Charlotte Towle said, should be the 'conscience of society' " (Konopka, 1970, p. 275). The following thinking by Ackerman (1966) may be of assistance in understanding the social worker's role in intervening with imprisoned sex offenders.

The nourishment of general well-being cannot be conceived of except within the mutual accommodation of individual and group. Unless an appropriate level of emotional interchange is achieved in these relations, health cannot be maintained. To keep his health, a man must create or find a healthy family and community (p. 45).

The maintenance of the imprisoned sex offender's "health" can be interpreted as the maintenance of his well-being against the generally undesirable effects of incarceration and segregation

within a protective custody area, as well as the realization of his full potential within this situation through continuous growth. The social work profession, with its developed knowledge base in the understanding of the nature of man and his relation to groups of which he is part, would appear to have an essential role to play in the maintenance of the imprisoned sex offender's "health".

Concern for this largely neglected offender group evolved from the author's previous employment as a Corrections Officer within a correctional institution and as a Probation Officer. The author chose to apply the developed knowledge base and practice interventions of groupwork as a primary method of intervention with this client group, which will be described in greater detail below. The group approach was reasoned as the most likely to encourage participation, a view which is reflected in programs described in the literature.

The mediating model of group work practice, as developed by William Schwartz, was selected by the author for use in this practicum. Schwartz (1971) described the group as "a project in mutual aid, focused on certain specific problems, and set within a larger system - the agency - whose function it is to provide help with just such problems. It is an alliance of moving interdependent beings, each pursuing his own purposes together with others similarly engaged" (p. 20). The function of social work, as stated by Schwartz (1976), is "to mediate the transactions

between people and the various systems through which they carry on their relationships with society The mediating skills are designed to create not harmony but interaction" (p. 18). The worker using this model becomes a "mediator of conflicting societal and individual demands as well as facilitator of the kind of group movement that will help group members achieve a satisfactory balance with their society" (Galinsky and Schopler, 1974, p. 35).

Locus and Description of Practicum

The practicum was implemented from October 15, 1976 to May 6, 1977 at the Headingley Correctional Institution, a provincial institution for remand and sentenced offenders, located approximately fifteen miles west of Winnipeg. This institution is the major provincial correctional facility for adult male offenders sentenced to a term of two years less one day, or less. The protective custody unit is located within a separate basement wing of the correctional institution, and consists of two dorms accommodating a maximum of thirty sentenced and remand residents, one T.V. room, and a hobby-craft room. The appropriate institutional authorities were consulted, including the Superintendent, the Supervisor of Institutional Programs and the Supervisor of Protective Custody, for their endorsement of the practicum proposal.

The focus of the author's activity was with those protective custody residents who were serving a term of imprisonment for a sex offence. The potential group members, selected by the Supervisor of Protective Custody, were interviewed individually prior to the formation of the group. The purpose of the interview

- was to:
- interpret the author's role in the institution;
 - explain the reasons for establishing the group;
 - identify and discuss the individual's needs and goals for such a group;
 - explore any issues or concerns he may have;
 - establish an initial relationship; and,
 - provide additional information to assist in the decision to join the group.

Two issues in group composition required special attention due to the nature of the client population involved. These were the aspect of voluntariness of membership in a therapy group and the question of homogeneity versus heterogeneity in group composition. The author found that the literature on sex offender programs does not address itself specifically to the issue of voluntariness. The author, wishing to ensure that membership in the group was voluntary (to the extent that this is possible in a locked institution) gave participants full information about the nature, goals, and both the desired and possible side effects of their involvement in the group. Participants were also informed that they could terminate their participation at any time, without negative consequences to their termination.

The author considered homogeneity versus heterogeneity of group composition with respect to similarities or differences in the type of sex offence and the length of sentence. No agreement was apparent in the literature as to the advantages of heterogeneity or homogeneity in the composition of groups. However, some preference for heterogeneous membership composition was observed in the reported institutional programs. One factor which influenced the composition of the group was imposed by the Supervisor of Protective Custody who limited the potential participants to those with sentence terms set to expire near or beyond the expected termination of the practicum. Nine sex offenders in all participated within the group, of which five were convicted of rape, attempted rape and/or indecent assault on a female; while four were convicted of contributing to juvenile delinquency, which involved sexual offences with female juveniles under the age of eighteen. The one homogeneous characteristic of the group members was that all their sexual offences were committed with female persons. In all other respects the group composition was heterogeneous.

Group membership ranged from four to seven participants at any one time, with a core group of four ongoing members. Membership in the group was subject to change by some uncontrollable factors such as transfers, early release and new arrivals. Two participants were transferred to an outside Camp after six weeks involvement; one participant voluntarily withdrew following two months involvement; and one participant withdrew following three

week's involvement just prior to an anticipated early release on a Temporary Absence. There were five participants at the completion of the practicum.

The group met twice per week (Tuesdays and Thursdays), each session lasting approximately two and one half hours. Group sessions began on November 23, 1976 and concluded on April 28, 1977. The setting of the group sessions was within the hobbycraft room of the protective custody unit. Group participants were usually seated on chairs positioned in a circle within the approximately twenty feet square room of concrete construction. A solid steel door provided the only access to the room and was often locked by custodial staff during group sessions. This was done to prevent access by inmates from "general population" who used the corridor through the protective custody unit to gain access to the institutional gymnasium. Coffee was prepared by group participants within the hobbycraft room during group sessions.

Objectives:

After a careful scrutiny of the literature, several recurring themes provided the basis for the following objectives:

- increase group participants' understanding of their anti-social behaviour, including their ability to question their use of defense mechanisms such as denial;
- increase group participants' competence in dealing with their problems related to their present environment and future plans for release;

- increase group participants' ability and comfort in ventilating suppressed feelings;
- enhance group participants' understanding and feelings of sexual adequacy;
- enhance group participants' coping abilities through new and more complex interactions;
- bolster group participants' self-esteem and improve their self-image;
- enhance group participants' confidence and skills to extend learned behaviour to extragroup relationships.

The worker's activity during the initial phase of the group focused on helping the group to form, beginning with preparation for the group and continuing with orientation of group participants until a group emerged. The middle phase of the group was characterized by the interdependence of the participants in sustained work on problems in personal and social functioning. The focus of the worker was on maintaining the group as a viable modality so that increasingly the participants were able to help each other. Various program resources were utilized including the use of the video tape recording equipment, films, and community resource persons. During the final phase of the group, the efforts of the worker were directed mainly toward helping participants to stabilize the gains they made and to prepare them for termination of the group.

Extragroup interventions:

The worker's activity with the group was complemented by interventions outside the group with the group members' major connecting social systems. Attitudes and conditions that prevail within these connecting social systems may become resources or barriers to the achievement of the goals of the group. Vinter and Galinsky (1974) referred to this latter intervention as "extragroup work" emphasizing that extragroup work should be coordinated with the therapy group interventions so both are complimentary. "Client changes first manifested within the group can be extended beyond its boundaries, while episodes and events occurring outside can be connected with or exploited for intragroup purposes" (p. 291).

Extragroup activity was directed at the interrelationship between the sex offender group and the administration of the correctional institution, as well as the interrelationship between the protective custody unit and the administration of the correctional institution. Extragroup activity was also directed at influencing the immediate social environment of the group, i.e. the protective custody unit within the context of the correctional institution as a whole. A rapport was established with the unit's residents, through participation in various day-to-day activities, and by sharing in informal discussions with individuals and groups of residents. This activity in itself proved to be a subtle and complementary form of influence on

this social environment. It also facilitated the worker becoming a helping resource to other residents who were not participants in the group of sex offenders.

Extragroup interventions with the participant's primary social network included varying degrees of contact with the participant's wife and children, girlfriend, parents and siblings. The goal of this intervention was to modify those parts of the participant's social system that were nonsupportive of or detrimental to the participant's change and/or well-being. Practice methods included one-to-one counselling, family sessions, and/or referral to appropriate community resources. This activity was subject to the consent of the participants involved, as well as the interest or response of the parts of the participant's social system. Extragroup interventions with the participant's primary social network were limited and did not appear to be a significant aspect in the practicum.

Finally, collateral activity with the staff of the correctional institution provided opportunities for learning from their experience and knowledge; for consultation and collaboration in interventive activity; and, contribution to the institution's program resources.

Evaluation:

Observations on the social work activities and the objectives for the group participants were derived from responses gained from two questionnaires administered following termination of the group. The questionnaires were developed by the author to gather evaluative data from group participants and observers. The author engaged an impartial interviewer, unknown to the residents and institutional staff. The five participants at termination of the group were interviewed using one of the questionnaires as a guideline for discussion. The second questionnaire was used as a guideline in interviews with three institutional staff members who had been directly involved with the group participants in varying capacities. These included the Supervisor of Recreation Programs, the Supervisor of Protective Custody and the Roman Catholic Chaplain.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to review programs, research, and theoretical concepts upon which this practicum was based. Several descriptions of sex offender treatment programs reported in the literature will be presented. This will lead to a discussion of the use of the group method in the treatment of sex offenders. The theoretical model of group work utilized by the author in this practicum will be explicated. A consideration of selected issues of concern in the composition of groups of sex offenders will follow. Several recurring themes which appear in the literature will be identified. These themes are the basis for the objectives of the practicum which were outlined in Chapter I.

I. Description of Treatment Programs for Sex Offenders

Following is a review of programs for sex offenders in outpatient community-based settings and in hospital and correctional institutions. This overview will describe the various sex offender programs, their client population, the objectives and characteristics of the programs, and findings that were reported. The author's review of programs for sex offenders has been limited to the offences which, according to Mohr (1971), lead to conflict in our society. He believes that "treatment has been carried out on a highly selective basis, depending more on the vicissitudes of judicial decision-making and professional interests than on the nature and severity of problems" (p. 239). Mohr found that

There has been much more clinical work done on deviations which do not constitute a prima facie social and legal conflict--such as adult homosexuality, fetishism, and transvestism--than on those deviations which by their very nature, lead to conflict in our society--such as pedophilia, exhibitionism, and aggressive sex offences (p. 238).

A. Outpatient community-based programs

Peters, Pedigo, Steg and McKenna Jr. (1968) reported on a group psychotherapy program for sex offenders on probation in Philadelphia. Started in 1955, the program is conducted in the Group Psychotherapy Out-Patient Clinic at the Philadelphia General Hospital. The therapists are all psychiatrists and conduct weekly group sessions of one and one-half hours duration. Sixteen weeks of attendance are required, after which a patient can continue at the discretion of his therapist and the group. The clinic conducts four psychotherapy groups.

"The pedophile group, the exhibitionist group, and the homosexual group are all limited to patients convicted of the same offence. The fourth group contains sex offenders from all legal categories" (p. 41). The groups are open-ended so that as old members are discharged, new ones are added.

Peters and Roether (1971) in describing the same programs stated that group psychotherapy was used at the outpatient clinic,

To engage antisocial sex offenders in a process which attempts to (1) establish cohesiveness among peers so that they can discuss common problems; (2) dilute the offenders' intense reaction to authority by working through peers in the group setting, thus overcoming any cultural gap between subject and therapist; (3) resolve social and occupational problems which in turn helps to relieve extrapsychic pressures that can lead to regression and characteristic impulsive antisocial patterns of behaviour (p. 78).

Peters, Pedigo, Steg and McKenna Jr. (1968) conducted a two year follow-up study of ninety-two subjects who had completed treatment in the Philadelphia program. They were compared with seventy-five control subjects, using recidivism and Likert scale ratings as empirical measures of the effectiveness of the program. Significantly fewer number of re-arrests for all new crimes was reported among those who had completed treatment as compared to the control group (27 percent as opposed to 3 percent). The authors concluded that "the program seems to be treating antisocial behaviour as well as altering the behavioural patterns related to sex offences" (p. 44). Dealing with the same program, Peters and Sadoff (1971) concluded that successful involvement in the group process lead to improvement in the sex offenders' self-esteem, job status, and relationship with others.

Silver (1976) described one year of an experimental, community-based program for the treatment of sexual offenders in the Community Mental Health Centre at Bellevue, Washington. Using principles of "guided group interaction", the therapists worked in teams assisted by a graduate of the program. Thirty clients, charged with a variety of offences, [rape (2), obscene phone calls (4), indecent exposure (9), solicitation of minor females (6), child molestation (4), and homosexual activity (5)] formed a heterogeneous group.

Broadly defined, the goal of the program is neither "cure" nor profound personality change, it is the control and understanding of deviant sexual behaviour. Secondary objectives are numerous and include the following: (1) learning to accept responsibility for behaviour, (2) enhancing self-esteem or self-assertion and building social skills, (3) expanding sexual knowledge while dispelling sexual myths, and (4) increasing awareness of the "here and now" (p. 136).

The therapists attempted to enlist the ongoing participation of the clients' wives in the program, but reported being unsuccessful in this goal. Although there were no specific conclusions, Silver commented that "group therapy can be an effective way of changing attitudes as well as a means of encouraging social responsibility" (p. 136).

Mickow and Benson (1973) reported on a group therapy program conducted with dull or retarded pedophiles under parole supervision in Wisconsin. The men, who were all involved in group therapy while incarcerated within the state prison, attended weekly group sessions of two hours duration after being released on parole.

The men decided voluntarily to participate in the group. However, once a member started, he could not drop out for at least a year. The only exceptions were for transfer out of the jurisdiction, conflict with hours of employment, or group exclusion by unanimous vote (p. 98).

The group discussions focused on the clients' behaviour in problematic social situations.

A female co-therapist was introduced after the first six months of the program. The male therapist assumed a dominating role, while the female therapist played a passive, submissive one.

The men in the group had passive father figures, or none at all, and openly or subtly domineering mother figures . . . After about the third meeting with the two therapists, members seemed to copy the male therapist by becoming more assertive . . . As the group progressed and became more cohesive, the therapists switched to a more egalitarian approach, emphasizing less the dominant-passive roles. Group members became able to express the hostility and deep resentment that they had apparently harbored toward females for years (p. 99).

Mickow and Benson reported that "all men in the original group have been successfully discharged and have sought social and therapeutic involvement with agencies other than the Division of Corrections . . . The important fact is that these men are functioning independently in the community, and not one group member within the last two years has been convicted of even a minor offence" (p. 100).

Freese (1972) reported on a group therapy program conducted at the psychiatric clinic of Los Angeles County Harbor General Hospital in Torrance, California. The program, begun in 1965, is an ongoing, open ended group, for male exhibitionists and voyeurs who participate in weekly group sessions of one and one-half hour duration. Her initial goals were: "(1) to develop a program of sex education for these men, (2) to deal with their specific passivity and male identity, and (3) to help them increase their self-respect and self-esteem" (p. 46).

Freese attempted to involve wives in group therapy in response to the wishes of group participants. None of the wives showed any interest when group therapy was offered to them.

Her report considered the effect of the program on the five original members, who are no longer part of the group. Freese concluded that she "did not attempt to bring about profound personality changes in these patients. Her purpose was to help them improve their relationship with others, like themselves better as men, become more aggressive, and learn to control their impulses. In most cases these modest goals were accomplished" (p. 52).

Serber and Wolpe (1971) speculated on the application of behavioural techniques with offenders who were charged with particular types of sex offences such as exhibitionism, fetishism, frottage, homosexuality, pedophilia, transvestism, or voyeurism. They suggested that

The specificity of the techniques employed depends upon the antecedents of the behaviour which is to be changed. If the behaviour in question is triggered by emotional states, then systematic desensitization, assertive training, and modelling may be employed. If the deviant behaviour is preceded by external stimuli, aversive techniques are used (p. 65).

They further reported that there were no controlled studies demonstrating the effectiveness of aversive conditioning in the treatment of sexual deviance. "What is available are numerous case studies wherein long-standing deviant behaviour has been radically altered after a relatively short period of aversive therapy" (p. 66).

B. Programs conducted in correctional and hospital institutions

Cabeen and Coleman (1961) reported on a group therapy program with sex offenders in Atascadero State Hospital, California. The hospital provided a maximum security environment for 1300 male patients, half of whom were committed under the Sexual Psychopath Act. The patients were primarily individuals convicted of offences involving exhibitionism, child molestation, and/or homosexual offences. Membership selection was not based on diagnosis, age, offence, or other factors. The only criteria were that the patient desired treatment and that the patient had some potential for response to treatment (ie. not mentally deficient). The groups were composed of six to eight members and a therapist and met once a week for ninety minutes in a therapy room within their ward. Costell and Yalom (1971) reporting on the same program added that attendance was voluntary, although the therapist was expected to submit reports and "participation was essential for their ultimate release" (p. 121).

Cabeen and Coleman state that the therapy program consisted of three complementary approaches: "(a) sociotherapy - development of a 'therapeutic community' on each ward, (b) formal group psychotherapy, and (c) adjunctive therapy such as occupational and recreation therapy". The role of the therapists was not highly directive.

They allowed the patients to set their own pace and direction, but at the same time felt free to point out behaviour, question feelings, or offer interpretations at appropriate times. However, the therapist kept his participation to a minimum and attempted to utilize the interaction of the group as much as possible. The focus of the discussion was on feelings, especially anxiety provoking feelings (p. 125).

The authors studied one hundred and twenty subjects under treatment within the group. "Of these 120, 79 were judged to have improved to the extent that they were considered no longer a menace to the health and safety of others. The remaining 41 were judged to have shown little or no improvement" (p. 126). They added that in evaluating the effects of therapy, "the ultimate criterion is how the patient finally adjusts in his real life situation. Of the 79 sex offenders who were judged improved enough to be returned to society, only 3 were arrested again for sex offences and recommitted at the time this study was made" (p. 127).

Brancale, Vuocolo, and Prendergast Jr. (1971) reported on the New Jersey Program for sex offenders in the maximum-security state prison at Ratham. A separate special treatment unit, opened in May, 1967, provides treatment for one hundred inmates committed under the Sex Offender Statute. The men sleep and receive treatment in their own building but use the prison resources and join the regular population for work, eating, entertainment, and most other activities. The staff of clinical psychologists and psychiatric social workers provide a combination of individual and group therapy.

The essential element in the treatment process was emotional release, using an intensive marathon therapy entitled Reeducation of Attitudes and Repressed Emotion (ROARE). ROARE was developed from a hypothesis that "anger is a false or substitute response for hurt which, in our social system of values, is unacceptable to the concept of manliness. The unmanly hurt is repressed and the more acceptable anger

is released, resulting in assault, rape and other forms of attack if outwardly directed, and suicide, self-degradation, or letting oneself be used (passive homosexuality, for instance) if inwardly directed" (p. 160). The sessions consisted of six to seven hour marathons once a week and utilized professional videotaping techniques. ROARE sessions involved discussion,

Up until one or more individuals are 'triggered' into a 'process' (emotional catharsis) and then the large group (usually some 30 members) breaks into individual, self-functioning, and autonomous satellites . . . Following this the videotape of the session is played, and members evaluate themselves or others, explain what memories triggered their process, and attempt to develop insight into the effects these repressed events had on their lives and present problems. The playback phase itself may trigger further processes and again produce a chain reaction and buildup of intensity to a second critical level (p. 159).

In ROARE, "all group members are both therapists and patients in the same session . . . The only distinction where the two staff members are concerned is the authority to 'shut down' the group or an individual when intensity reaches a critical level or when an individual begins to enter a psychotic phase" (p. 159).

ROARE results included patients' subjective reports of self-satisfaction, happiness, and an increase in ability to communicate with people. "The most often reported attitudinal change, according to the self-evaluation form used by all ROARE members, is an increase in understanding of other people, especially wives, parents, and fellow inmates, and a decrease in hate, prejudice, and revenge feelings or fantasies. Some of the unit's most assaultive and problematic inmates have remained free of disciplinary reports since their first full process, and they themselves find this quite unbelievable" (p. 160).

Marshall and McKnight (1975) described a treatment program for sexual offenders incarcerated in Ontario Regional Penitentiaries. The program is located within a hospital setting in the old Kingston Penitentiary. Selection for participation in the three month program was based on a desire for change by the inmate and the impressions and judgments of three clinical evaluations. "All those inmates who were considered to be security risks, or who might present problems in management, or who were thought to be physically dangerous, were rejected from further consideration" (p. 134). An inmate upon selection, was transferred from the penitentiary to the hospital, where he remained as an inpatient during treatment.

"Treatment consisted of laboratory-based procedures involving aversion therapy and training in social skills, and a more general ward-based program which included a graded introduction to more complex social interaction and group therapy" (p. 134). Aversion therapy, utilizing slides of the individual's non-acceptable sexual behaviour and electronic equipment "was considered to be the most important aspect of treatment" (p. 134). "Patients also attended group therapy meetings which focused on discussion of current difficulties, and tended to be reality-oriented in that interpretations of problems were not offered" (p. 135).

Dr. Marshall (1977) noted that thirty-two of the seventy-eight men in the program had been released. No recurrences of sexual offences among the released men had been reported. Dr. Marshall also noted that sex offenders who had been treated in the program appeared to have fewer problems in the institution.

Cohen and Kozol (1966) reported on the Sex Offender Treatment Centre located on the grounds of the Massachusetts Correctional Institution, Bridgewater, Massachusetts. "The Centre is involved with the treatment and rehabilitation of persons committing assaultive rape, assault with intent to commit rape, assaultive or passive sexual acts with children (pedophilia), or incest with children" (p. 51). The Centre requires a minimum of four years of treatment before consideration for parole. Treatment includes group and individual psychotherapy, formal and informal group experience, and in selected cases, avocational, vocational and educational rehabilitation.

Cohen and Kozol stated that,

The reasons for such behaviour are extremely complex and the pattern of the factors involved are relatively unique and individual. Nevertheless, there is a generally observed clinical picture which has as the main theme disturbances in social relationships. These disturbances result in social problems which range from the relatively harmless, albeit noxious, lacunae in basic social amenities, graces, and skills, to the severe and dangerous problem of a pleasure ego which sees other people solely as objects for gratifying narcissistic sexual impulses, or as a substitute for the expression of unmodified, infantile aggression" (p. 52).

The authors concluded that "a major factor in successful treatment and for the probability of a successful and incident-free extra-mural adjustment is the extent to which the patient has moved from an immature, self-centered position or minimal social accessibility, toward greater social sensitivity, increased interest and responsibility toward others, and freer emotional responsiveness" (p. 53).

The 1976 Annual Report of the Treatment Centre for the Sexual Offender at Western State Hospital, Fort Steilacoom, Washington described a program for one hundred and eighty-two offenders. "The program functions on the premise that a man is not susceptible to change in a setting where he is distrusted, degraded and robbed of his dignity and self-respect" (p. 5). Four phases of the program are described.

Phase I - Evaluation. Period of ninety days, after which, if found to be a "sexual psychopath" and amenable to treatment, the offender returns for

Phase II - Inpatient Treatment. A minimum twelve month period as a general group member and group leader. Involvement of wives in psychotherapy and social activities is strongly recommended. Four basic treatment objectives include

- "(1) Recognition of his hurtful behaviour patterns;
- (2) Understanding of their origin and operation;
- (3) Acceptance of responsibility for change; and
- (4) Application of new patterns of responsible behaviour in dealing with people" (p. 5).

The offender returns to Court with the findings and recommendations as a result of this phase. If the Court finds the offender "safe at large", he is placed on probation and returns for

Phase III - Work Release. A minimum period of three months in which the inmate is employed or attends school forty hours per week, returning to the hospital at night. Gradual leaves are granted, leading to

Phase IV - Outpatient Treatment. The offender attends a weekly psychotherapy group for a minimum of twelve months.

As stated by Hendricks (1975), "the specific change supported at Western State Hospital in the treatment program for the sexual offender is interaction on a non-hurtful basis with other persons in the individual's treatment community" (p. 9). The program is based on the consideration that "sexual misbehaviour is learned behaviour", and that "it can be changed over months of intense group psychotherapy that teaches offenders acceptable and non-hurtful ways of meeting their needs in social interaction. The treatment program provides an atmosphere of dignity and acceptance in which individual offenders are encouraged to be honest and concerned about their own best interests and the best interests of others. It is a working principle of the program that as the individual offender's self-esteem is enhanced their respect for other human beings also grows (p. 21).

The author, through correspondence with Dr. V. L. Quinsey, Director of Research at the Mental Health Centre at Penetanguishene, Ontario, obtained a description of a relatively new program dealing exclusively with child molesters. Dr. Quinsey described the program as follows:

- "(1) a sex education course taught by a male and female teacher and covering all aspects of sexual functioning in minute detail.
- (2) a heterosocial skills training program conducted by a male therapist and several female therapists in which particular social skill deficits are targetted and modified using role playing with videotape feedback and modelling.
- (3) a biofeedback and aversion therapy program designed to modify inappropriate sexual preferences identified by psychophysiological assessment."

A complete description of the program and evaluative data have not been published.

Sadoff (1975) discussed the use of behaviour therapy with incarcerated violent or assaultive sex offenders. He believed that individual and/or group psychotherapy within prisons or hospitals was not sufficient, and that "behaviour therapy has been found to be somewhat helpful in aiding the offender to cease his aberrant behaviour" (p. 75).

By behaviour therapy, I am referring to desensitization techniques—helping the individual to change his attitudes and feelings toward the victim or object of his violent behaviour. Negative reinforcement techniques have also been tried with some success in treating violent sex offenders (p. 75).

Beit-Hallahmi (1974) reviewed the treatment methods utilized with incarcerated sex offenders in the United States and found that

Behaviour therapy is increasingly used with sex deviates. This approach can be classified as symptom-oriented, attacking the specific undesirable behaviour in question. Sexual perversions are regarded as learned responses that should be unlearned (p. 36).

He concluded that "despite the widespread feeling among practitioners that behaviour therapy is worth trying, it is rarely, if ever, used with convicted offenders in the United States" (p. 36).

A number of writers have compared the two institutional settings for the treatment of sex offenders. Some have also questioned the need for special treatment for sex offenders. Smith (1968) questions the usefulness of programs in correctional settings as compared to hospital settings.

Treatment carried on in a hospital setting, where there are diverse forms of psychopathology, makes it possible for the deviant to find a degree of acceptance which can facilitate the development of useful interpersonal relationships in the group setting. I am convinced that it is much more difficult, if not indeed impossible, to conduct treatment of sexual deviants in correctional settings where the pressures of adaptation tend to cause the deviants to be shunned, if not completely isolated (p. 620).

The various programs discussed were implemented in response to what the therapists believed were specific needs of the sex offender client group. Yet a different outlook is offered by Ellis and Brancale (1956), who maintained that sex offenders do not need special treatment.

They believed that other offenders were just as disturbed and inadequate as sex offenders, and that the only sane treatment for criminals was psychiatric treatment.

This review of programs for sex offenders has included the outpatient community-based programs and programs in hospital and correctional institutions. No agreement as to a preferred place for treatment programs is evident. A variety of methods used in the treatment of sex offenders have been examined, however, the results reported are insufficient for comparative purposes. The program populations included sex offenders charged with a variety of sex offences, however those charged with violent offences tended to be excluded from most of the reported programs. Thus supporting Sadoff's conclusion that "treatment for the violent sex offender has not been very effective and in fact we do not treat the violent sex offender, we incarcerate him and remove him from his potential victims" (Sadoff, 1975, p. 78). He added that "most examples of successful treatment of sex offenders include the non-violent type" (p. 79).

The literature review suggests there is a consensus on the use of the group context in the treatment of sex offenders. All the programs described had weekly group sessions of one and one-half to two hours duration, with the exception of the marathon approach used in the ROARE program. There was no agreement on the size of the groups, which ranged in size from five to thirty members, and no agreement as to whether membership in the groups should be open-ended or closed. The length of program participation also varied from sixteen weeks to four years.

The programs reviewed reported a variety of positive results; however, as a whole they fell short of the criteria of scientific research, especially regarding replication. Slaikeu (1973) viewed the following as important variables on which to evaluate studies on group treatment of offenders in correctional institutions:

- (i) definition of treatment,
- (ii) goals and theoretical presuppositions,
- (iii) experimental design,
- (iv) therapist variables,
- (v) subject variables,
- (vi) specifics of group treatment,
- (vii) the context of treatment,
- (viii) complementary treatment, (p. 88).

The above variables will be used in a brief critical overview of the programs reported in the literature.

Five of the programs reviewed labelled their treatment "group psychotherapy" as opposed to "group therapy" in the remaining four programs. "Personality change" versus "dealing with current problems of living" is the distinction between psychotherapy and group therapy implied in the literature. However, in the programs reviewed, beyond labelling the treatment as psychotherapy or group therapy, few authors elaborate on what this meant to them.

One third of the programs reviewed listed neither the goals of treatment nor the theoretical presuppositions behind it. Another one third of the programs failed to include the theoretical

presuppositions of their treatment.

With respect to the experimental design of the programs reviewed, only one cited the use of a control group. None of the programs reviewed discussed the methodology used to show how they achieved what they said they had accomplished. A few of the programs cited the use of pre- and post-therapy tests, as well as follow-up studies on the rate of re-involvements.

The programs were reviewed on the following therapist variables to determine whether enough information was available for replication: professional or non-professional, training role in the group, sex. In no program description was this information sufficient for replication. With the exception of one program, the nature and training of the "therapist" was unknown. Only one of the programs reviewed discussed the way the therapist participated in the group process. One of the programs specifically made reference to the sex of the therapist, and dealt with the role and effect of a female co-therapist approach.

Half of the programs reviewed provided enough information on the following subject variables for replication: age, sex, method of selection, offence and length of sentence. The remaining programs provided little more than the subject's type of offence. Most of the programs reviewed made reference to the composition of their groups, i.e. whether heterogeneous or homogeneous with respect to the offence and length of sentence. Only one third of the programs commented whether participation was voluntary.

The programs were reviewed to determine whether enough information for replication was given on the following specifics of group treatment: number of sessions, frequency, length of each session, physical surroundings. Except for the last category, all of the programs reviewed presented adequate information. All of the programs reviewed, with perhaps the exception of one, fell short in their description of specific techniques, role of the therapist, phases of group process, etc.

The effect of the prison environment upon group treatment was not discussed in the programs reviewed. One wonders about the effect of the continuous custodial versus individual treatment requirements within a prison environment. Wolk (1963) stated that "the sociology of prison is such that the man who is in psychotherapy may be viewed in a biased fashion by some of the prison personnel and may tend to receive infractions more readily than other inmates" (p. 143).

Finally, the programs were reviewed to determine whether the group treatment was accompanied by any other form of treatment. Two of the programs mentioned either individual psychotherapy or sociotherapy as accompanying group treatment. A comparison of combinations of these methods was not made. Two of the programs referred to unsuccessful attempts to involve participants' wives in therapy; however, no elaboration as to the possible reasons for lack of success was offered.

This critical overview of the programs reported on in the literature reveals that, although the programs reported a variety of positive results, the limitations in the reporting of these programs precludes acceptance of their "positive" results.

II. The Group Context in the Treatment of Sex Offenders

In the preceding description of treatment programs, the group context was the method of choice in the treatment of sex offenders, either on its own or complemented by other methods. Peters and Sadoff (1971) found that

The verbal, educational, and cultural gap, which poses a formidable communication barrier between therapist and patient in the individual interview and treatment setting, can be overcome through the group setting. The presence in the group of peers from a common background facilitates verbal and nonverbal communication. This affords an opportunity for problem solving by the group and understanding of common psychological problems. In addition, the group process allows social isolation to be overcome more readily than by individual treatment methods (p. 33).

They concluded that

The group seems to offer the sex offender an opportunity he can accept—to discuss with peers similar problems related directly to his sexual deviance and indirectly to the social complications which follow arrest and conviction (p. 36).

They added that "peer confrontation in an open-ended group therapy session has been far more effective in overcoming the offender's characteristic denial than has individual interviews with the psychiatrist" (p. 35).

Peters and Roether (1971) suggested that "in a group of homogeneous peers which is cohesive and open-ended, the new subject's conscious denial is challenged directly by senior group members who have already admitted their sexual behaviour. . . . Group core members deal with conscious denial much more aggressively than the therapist . . . Peer observations do not carry the threat of the psychiatrist's authority with all of its associated complexities" (p. 72).

Sadock and Spitz (1975) believed that

Most sexual problems occur in an interpersonal sphere and are more complex than just the symptom of dysfunction that surfaces. The group setting, with its built-in properties for the examination and resolution of relationship difficulties, offers the person with a sexual problem a safe atmosphere for change. The group provides an in vivo laboratory setting in which the patient can experiment with alternatives to his present maladaptive behaviour (p. 1569).

In addition they emphasized that

The effect of group cohesion in coming to the support of a member who feels ashamed, guilty, and anxious about his sexual problem is often dramatic. When group pressure is mobilized in the service of positive reinforcement for adaptive behaviour, a dimension not present in dyadic approaches can be observed (p. 1569).

Cabeen and Coleman (1961) found that group therapy was the method of choice by therapists in a program for institutionalized sex offenders. "Some of the possible reasons suggested include the difficulty that sex offender patients sometimes seem to have in facing their problems openly. This may be due in part to the rejecting and punitive attitude society often holds toward their disturbance. Also, the possibility of further incrimination is always present. In the group they are with others who share the same difficulties and can understand and accept them. In addition, to observe others discussing openly their secret feelings and actions without fear of punishment may be reassuring" (p. 125).

Smith (1968) also advocated the use of group as "an opportunity for patients with similar problems to share experiences, and, one hopes, to gain improved insight and control. Through group interaction, deviants may learn how to better manage their deviant impulses in a socially acceptable manner" (p. 619).

Wolk (1963) demonstrated the value of group therapy in affecting adjustment in a correctional institution.

In many instances, immediate problems, as well as more basic problems of personality, may lead the inmate into various forms of anti-institutional behaviour . . . Personality factors that led to the maladjustment in the community may be similar or contributory factors that lead to poor institutional adjustment (p. 141).

In his study, Wolk demonstrated that men actively engaged in group therapy tend to make a better institutional adjustment than those individuals who are not engaged in therapy. "Individuals who have

spent a year in group psychotherapy have a significantly fewer number of infraction reports, which are assumed as one indice of adjustment to the institution" (p. 144).

A similar conclusion was reached by Williams (1976) as a result of a fifteen week group therapy program within a correctional institution. None of the forty-three male inmates involved received a disciplinary report during the program. Cabeen and Coleman (1961) and Marshall and McKnight (1975), also reported that participants within their programs had fewer problems with institutional adjustment.

III. The Group Work Model

Three models of group work practice which are identified in the social work literature on group work will be described. One of these models, the mediating model, has been selected by the author for use in this practicum and will be described in detail. The author's preference for the mediating model stemmed from a number of factors, including: an orientation which perceives the role of the social work practitioner at the level of interaction between the individual and his environment; the mediating model appealed to the author's personal style; the objectives of the group program largely involved participants coping with and negotiating their environment, requiring mediating skills; and finally, that no empirical studies supporting any of the three models were known to the author.

Papell and Rothman (1966) identified three models of group work practice: the social goals model, the remedial model, and the reciprocal model. These three models have also been referred to as the developmental approach, developed by Tropp (1971), the preventive and rehabilitative approach, as developed by Garvin and Glasser (1971), and the interactionist approach, as developed by Schwartz (1971). The reciprocal model or interactionist approach will hereafter be referred to as the mediating model.

The key concepts in the social goals model, according to Papell and Rothman (1966) are "social consciousness" and "social responsibility".

The function of group work is to create a broader base of knowledgeable and skilled citizenry . . . Every individual is seen as potentially capable of some form of meaningful participation in the mainstream of society. Thus the social goals model regards the individual as being in need of opportunity and assistance in revitalizing his drive toward others in a common cause and in converting self-seeking into social contribution (p. 68).

The social goals model views the worker as an "influence person. The group worker personifies the values of social responsibility and serves as a role model for the client, stimulating and reinforcing modes of conduct appropriate to citizenship responsibility directed toward social change" (p. 68).

Whittaker (1970) described the remedial, or treatment, model of social group work as "primarily concerned with the remediation of problems of psychological, social, and cultural adjustment through the use of a selected group experience. The group is viewed as both the 'means and the context' for treatment" of the individual (p. 313). Papell and Rothman (1966) view the worker as "a 'change-agent' rather than an 'enabler' facilitating self-direction of the group. He uses a problem-solving approach, sequentially phasing his activities in the tradition of study, diagnosis and treatment" (p. 71).

Papell and Rothman (1966) describe the reciprocal or mediating model as follows:

The reciprocal model presupposes an organic, systemic relationship between the individual and society. The interdependence is described as 'symbiotic', of basic urgency to both, and normally subject to crisis and stress. This interdependence is the 'focus' for social work and the small group is the field in which individual and societal functioning can be nourished and mediated. The range of social work function can include prevention, provision, as well as restoration (p. 74).

The image of the worker projected by this model "is that of a mediator or enabler to the needs system converging in the group. The worker is viewed as part of the worker-client system both influencing and being influenced by it" (p. 75). Unlike the other models of social group work, the mediating model has been most closely associated with a single theoretician, William Schwartz.

Schwartz's mediating model is based on two key theoretical concepts: symbiosis and the group as a social system. Basic to the Schwartz approach is the assumption that the relationship between man and society is symbiotic. "Galinsky and Schopler (1974) stated that "in group work, the group and the agency represent a microcosm of the larger individual-society relationship, and one of the worker's primary tasks is to help the members and the agency discover their need for each other . . . The interdependency of group members with each other is, of course, paramount; and, as they experience this mutuality, members will come to recognize their need for other individuals and for society" (p. 36).

The group in the mediating model is conceptualized as a social system with a defined boundary and interrelated parts. Galinsky and Schopler (1974) noted that

The members and worker are parts of the system and their relations are reciprocal. An interaction between two members will not only affect each of them but will reverberate to other parts of the system, affecting other members as well as the worker. Therefore, in order to understand any one part of the system, the totality of interacting parts must be considered (p. 36).

The function of social work, as stated by Schwartz (1976) is

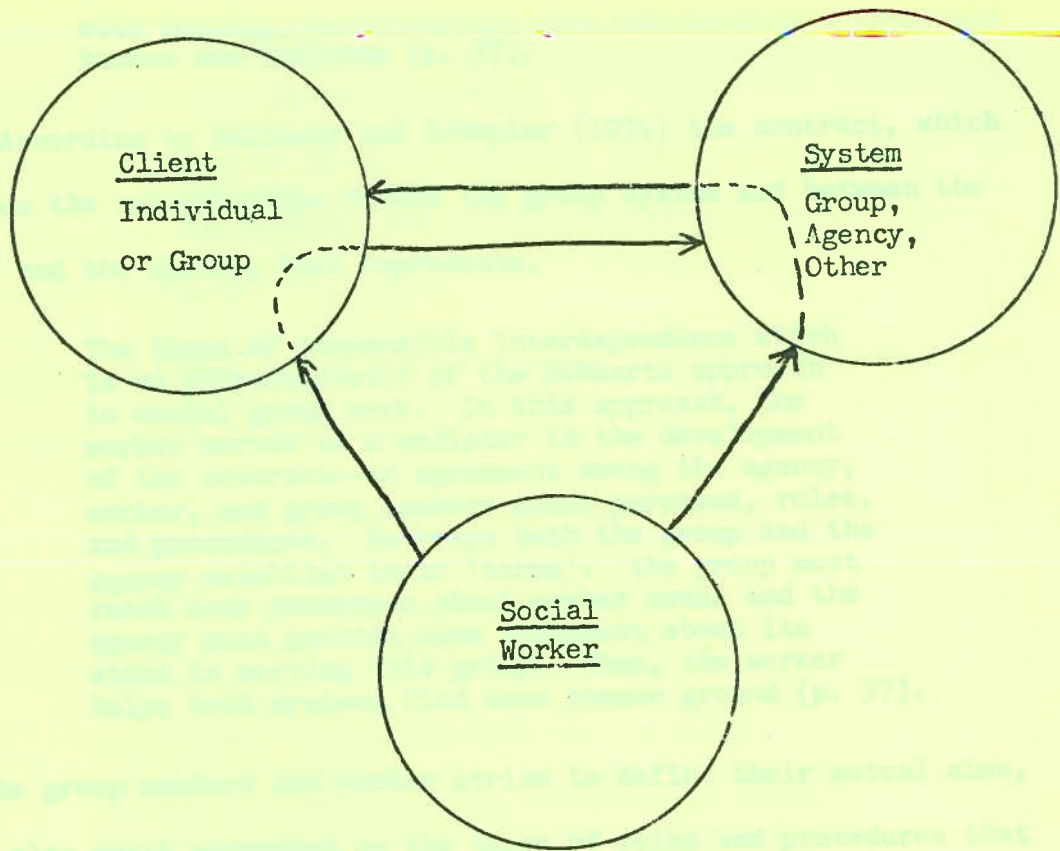
To mediate the transactions between people and the various systems through which they carry on their relationships with society—the family, the peer group, the social agency, the neighbourhood, the school, the job and others. The mediating skills are designed to create not harmony but interaction, based on a sense of strength, feeling, and purpose, drawing on the often all-but-forgotten stake of people in their own institutions, and of the institution in the people they are meant to serve (p. 18).

Schwartz (1976) emphasized,

The impetus of the client (individual or group) toward its system, and the system (group, or agency, or family, or school, or other) toward its member or client. It also shows the lines along which the social worker uses his skills to encourage the approaches of each toward each; these approaches may involve conflict, co-operation, confrontation, negotiation, or any other form of exchange emerging from the realities of the situation. Again, the demand is not for conciliation, but for a realistic exchange based on the actual business between them" (p. 20).

The worker using this model becomes a "mediator of conflicting societal and individual demands as well as a facilitator of the kind of group movement that will help group members achieve a satisfactory balance with their society" (Galinsky and Schopler, 1974, p. 35). Galinsky and Schopler (1974) added that "the group is presented as a microcosm of the larger society and is, thus, a convenient medium for the social worker as he carries out his mediating task" (p. 35). Similarly, Schwartz (1971) described the group as "a project in mutual aid, focused on certain specific problems, and set within a larger system—the agency—whose function it is to provide help with just such problems. It is an alliance of moving interdependent beings, each pursuing his own purposes together with others similarly engaged" (p. 20).

Schwartz (1971) suggested that the social worker's skills are thus fashioned by two interrelated responsibilities: "he must help each individual client negotiate the system immediately crucial to his problems; and he must help the system reach out to incorporate the client, deliver its service, and thus carry out its function in the community" (p. 1258). This relationship is represented diagrammatically below.



A number of key operational concepts characterized Schwartz's mediating model: the mutual aid system; the contract; work; worker tasks; and the phases of work.

Galinsky and Schopler (1974) felt that any group can ideally establish reciprocal helping relationships among its members and become a system of mutual aid wherein members extend help to each other in working out their common problems. They added that

In helping the group reach this state, the worker must affirm the members' need for each other and their ability to help each other . . . Thus, the worker helps members form relationships with each other that are direct, purposeful and invested with feeling, relationships that are truly humane and intimate (p. 37).

According to Galinsky and Schopler (1974) the contract, which defines the relationships within the group system and between the group and the agency, best represents,

The theme of responsible interdependence which is so characteristic of the Schwartz approach to social group work. In this approach, the worker serves as a mediator in the development of the contract—an agreement among the agency, worker, and group members about purposes, roles, and procedures. He helps both the group and the agency establish their 'terms': the group must reach some consensus about member needs and the agency must provide some statement about its stake in serving this group. Then, the worker helps both systems find some common ground (p. 37).

As the group members and worker strive to define their mutual aims, they also reach agreement on the types of roles and procedures that will be most effective. Galinsky and Schopler (1974) pointed out that "throughout this experience, members become aware of the way people and society reach out to each other, and they gain some feel for the process in which they will be engaged" (p. 37).

Work, one of the operational concepts in the mediating model, was defined by Galinsky and Schopler (1974) as "an output of energy directed at certain tasks. The tasks are performed to meet the purposes of the group which in turn were developed to express the needs of the members. Thus, the degree to which members' needs are being met is directly related to how well the members are working" (p. 38). They added that "the contract and the definitions of work generated from it, provide the worker and members with a basis for evaluating their activities together: for knowing when their work is in process, when it is being evaded or subverted, and when it is finished . . . In essence, the worker represents what is termed the 'demand for work' " (p. 39).

Schwartz (1966) presented five major tasks to which the worker addresses himself in the group situation. They are:

- a) finding the common ground between the requirements of the individuals and those of the systems they need to negotiate;
- b) detecting and challenging the obstacles to work, as these obstacles arise;
- c) contributing ideas, facts and values from his own perspective, as these data may be useful to the members in dealing with the problems under consideration;
- d) lending his own vision and projecting his own feelings about the struggles in which they are engaged; and
- e) defining the requirements and limits of the situation in which the client-worker system is set (p. 19).

Shulman (1968) stated that Schwartz uses the term "tasks" to describe a collection of activities which the worker engages in with any client

system. His emphasis is on categories of activities rather than on "small discrete movements" (p. 66). Within the framework provided by Schwartz, Galinsky and Schopler (1974) pointed out that Shulman has elaborated some of the techniques the worker can utilize in carrying out these tasks. He divided the techniques into three categories: communications, problem-solving, and cognitive. "Communication techniques are designed to facilitate the communication process in the worker-client system . . . Problem-solving techniques are described as worker activities to enhance task-accomplishment . . . Cognitive techniques refer to reflective activities which the worker might employ as a prelude to interventions which will be beneficial to the group (p. 42).

Finally, the worker's efforts in the mediating model are patterned in response to the demands of four major phases of work, in a sequence over time that stretches from his preparations, his beginnings with the group, the substantive work on the problems that brought them together, to the endings. Schwartz (1971) stated that "these phases may be examined from two perspectives: as they apply to the entire life of the group; and as they can be used to analyze the work of a single meeting. In each instance, there is a preparation, a beginning, a work period, and an ending, or transition to the next encounter (p. 1259).

Schwartz (1976) stated that the valued outcomes of the preparations or "tuning-in" phase "consist in the worker's ability to 'tune' himself to the coded messages and disguised meanings through which the members will be communicating their messages as they begin to work together . . .

The worker is less interested in drawing pictures of the outcomes ("goals") and analyzing the structures of each client ("diagnosis"), than in visualizing the terms of the future encounter—the actions and reactions through which he and the members will deal with each other in the opening stages of the experience" (p. 24).

Schwartz (1976) described the beginning phase as one in which the worker moves into the group and helps both members and the agency to make their beginnings under clear conditions of work.

In the group, he asks for an explicit understanding of what they are there for; and in the agency he verifies the nature of the service and the 'contract' that exists between the agency and the group. To the worker, this relationship between these clients and this agency is a special case of the processes through which people and their society reach out to each other" (p. 26).

Galinsky and Schopler (1974) described the work phase as one in which the worker and members address themselves to the main work of the group, using the terms of the contract as their frame of reference, and move toward the development of a mutual aid system. "All the members' strivings, their ideas, their feelings, their actions, and their interactions, must be considered in relation to the group's work . . . The worker uses the appropriate tasks of the helping process as he seeks to keep the group working toward its chosen objectives and to develop the reciprocal nature of the interaction" (p. 43).

The final phase of transitions and endings, according to Galinsky and Schopler (1974), involves the worker and members in "moving away from their present relationship in the group toward new experiences. The worker, at the end of each session and at the end of the group's life, must help members terminate and move on to the next encounter" (p. 43).

The mediating model was chosen by the author from three models of group work practice identified in the social work literature on group work. The theoretical and operational concepts of the mediating model as developed by Schwartz and other authors were described. This description will provide a framework for understanding the implementation of the model in this practicum, as reported in Chapter III.

IV. Selected Issues of Concern in the Composition of Groups
of Sex Offenders

Two issues in group composition required special attention due to the nature of the client population involved. These were the aspect of voluntariness of membership in a therapy group and the question of homogeneity versus heterogeneity in group composition.

The nature of voluntary participation in a therapy group

The very definition of "voluntary" can be troublesome in the context of a correctional institution. The effect on group composition is illustrated by the subtle coercion used to induce inmates to participate in "voluntary" group programs. The literature on sex offender programs does not address itself specifically to the issue of voluntariness. However, the following observations were made. Mickow and Benson (1973) indicated that the participating pedophiles under parole supervision volunteered for the group, but that once they started, they could not drop out for at least a year. Further they found that "requiring attendance was not only a legal and legitimate use of authority with parolees, but was necessary in working with this type of offender" (p. 98). Silver (1976) stated that "an element of coercion is frequently necessary to ensure continued involvement in the therapy program. This may be due to the demanding and confrontive nature of group process, the offender's ambivalent attitude toward giving up his outlet, or the resistance to change

displayed by family members ('covert offenders')" (p. 139). As previously stated, the outpatient group psychotherapy program reported by Peters, Pedigo, Steg and McKenna Jr. (1968) required sixteen weeks of attendance, after which a patient could continue at the discretion of his therapist and the group. Costell and Yalom (1971), in commenting on the group therapy program with sex offenders institutionalized at Atascadero State Hospital, noted that attendance was voluntary, although the therapist was expected to submit reports and "participation was essential for their ultimate release" (p. 121). Marshall and McKnight (1975), in their discussion of the program based in the Kingston Penitentiary hospital setting stated that involvement in the program required a "desire for change" as well as acceptance based on three clinical evaluations. Suedfeld (1974) proposed the following definition of voluntariness in relation to an inmate's participation in a therapy program within a correctional institution.

Full consent should be deemed to exist if three criteria are met: a) The prospective subject is given full information about the nature, goals, and both the desired and possible side effects of the treatment, and an honest evaluation of the probability of each outcome; b) He is permitted to terminate his participation at any time; and c) The individual who rejects or withdraws from participation is no worse off than if he had never been offered the opportunity to participate in the first place (p. 16).

Suedfeld stated that these criteria can be used to distinguish between programs which qualify as ethical on the grounds of freedom of choice and programs which do not meet this requirement.

Homogeneity versus heterogeneity of membership

Costell and Yalom (1971) found that "the clinical literature suggest that homogeneous groups jell more quickly, have less inter-member conflict, and offer more comfort, but may not take the members as far as do heterogeneous groups composed of individuals with a variety of conflict areas" (p. 133). However they believed that

The chief goal in composing a group is to create one which has the maximum chance of developing cohesiveness . . . We suggest, therefore, that group be composed homogeneously for ego strength and for ability to engage in the group task. Theoretically, an ideal group should be homogeneous for these factors and heterogeneous for conflict areas. In practice this heterogeneity need not be selected; the complexity of human beings and the role-demands of the small group will automatically create the desired heterogeneity" (p. 133).

Peters and Roether (1971) arranged most of their groups as homogeneous as their experience indicated that "offenders talk more freely when they know the other members present have been convicted for a similar offence. One type of sex offender is often intolerant of other types . . . By forming homogeneous groups of sex offenders, we avoid these prejudices which serve as an obstacle to group cohesiveness and communication during the early phase of group process" (p. 72).

A review of the outpatient group programs for sex offenders indicated no agreement as to the advantages of heterogeneity or homogeneity in the composition of groups. The outpatient clinic reported

on by Peters, Pedigo, Steg and McKenna Jr. (1968) operated three homogeneous groups (pedophile, exhibitionist, and homosexual) and one heterogeneous group containing sex offenders from all legal categories. Freese (1972) mixed exhibitionists and voyeurs in her outpatient program while Mickow and Benson (1973) limited their program to a homogeneous group of dull or retarded pedophiles under parole supervision. Silver (1976) reported a heterogeneous composition in his outpatient group therapy program.

The institutional programs reported on were essentially heterogeneous in their membership composition. Brancale, Vuocolo and Prendergast Jr. (1971) specifically stated that "homogeneity by grouping of offence has been found to be useless and even potentially detrimental to successful treatment" (p. 157).

V. Recurring Themes in the Treatment of the Sex Offender

A number of recurring themes have become evident in the author's review of treatment programs for sex offenders. These themes, drawn from the stated objectives of the treatment programs reviewed, were:

- the use of denial as a defense mechanism;
- realization that one's problem is not unique;
- reporting and reviewing antisocial behaviour;
- the expression of feelings;
- dealing with problems in interpersonal relationship;
- feeling of sexual adequacy;
- enhancement of self-esteem;
- the transfer of new interpersonal behaviour and attitudes to relationships outside of the group.

Discussion of each theme will help to understand the specific needs of the sex offender in a treatment program. The utilization of the group method in meeting these needs will be considered.

The use of denial as a defense mechanism

A number of authors draw attention to the sex offender's use of denial as a conscious defense mechanism. Peters, Pedigo, Steg and McKenna Jr. (1968) stated that during their initial phase, sex offenders deny their involvement in the act for which they have been arrested and convicted. "Most project but the few who admit their antisocial acts generally consider their problem solved by arrest and conviction - 'it

can never happen again' " (p. 42). Peters and Roether (1971) believed that "court trial and conviction generally reinforce any conscious denial and sensitize the offender against further discussion of his crime (p. 72).

Smith (1968) stated that

Ordinarily the sexual deviate does not see himself as a patient in need of help. On the contrary, with few exceptions these patients are inclined to deny any problem and to be indifferent, if not resistive, to psychiatric studies directed at bringing out any possible psychodynamic material. . . . As we know, the situation is often aggravated by the fact that the patient enters treatment under duress. He has been publicly embarrassed and, more often than not, he is despondent over loss of status in his family, community, and employment (p. 619).

Realization that one's problem is not unique

Peer presence in a group can have the effect of countering social isolation of the offender. The effect on the sex offender's self-concept through the realization that his problem is not unique is discussed by a number of writers. Peters and Sadoff (1971) state that "the sexually deviant patient who believes himself to be unique discovers others who have his problems (p. 36). Uehling (1962) stated that the individual's self-concept is elevated "in the realization that the other person's shortcoming is comparable with his own. He realizes suddenly that he has company, that he does not need to hide or to cover up this shameful thing" (p. 48). Elliott (1963) suggested that

In recognizing that he is not the only person who has rebelled against society, he can emerge from his lonely isolation and share a hope that together they can fight a common problem. It is an important step in restoring self-respect for the offender to know that he is not the only person society has condemned (p. 51).

Further, Silver (1976) pointed out that group therapy "offers the participants an opportunity to learn that emotional and behavioural problems are universal and that even sexually deviant thoughts are within all of us at one time or another" (p. 136).

Reporting and reviewing antisocial behaviour

Once cohesiveness has been established, the group may become a setting in which the sex offender can report and review his anti-social behaviour. Cabeen and Coleman (1961) found that sex offender patients seem to have difficulty in facing their problems openly. "This may be due in part to the rejecting and punitive attitude society often holds toward their disturbance . . . In the group they are with others who share the same difficulties and can thus understand and accept them" (p. 125). Peters and Roether (1971) stated that the sex offender can become increasingly aware of his behaviour patterns from comments of other group members. "Inner confidence grows as group participation and acceptance increase; impulsivity diminishes with increasing verbalization and discussion" (p. 74). However, they cautioned that group acceptance is not necessarily group approval of the sex offence.

It is helpful for the subjects to know that someone, either another group member or the therapist, understands how they feel and that they have an opportunity to express these feelings or impulses without necessarily acting upon them. This acceptance of each group member's feelings and impulses keeps the subject in touch with both the group and the therapist. He learns that his feelings are understandable and that he personally is accepted, while his antisocial behaviour is rejected (p. 74).

Expression of feelings

A number of writers refer to the use of the group for expression of suppressed feelings. Uehling (1962) reported that group psychotherapy at the Wisconsin State Prison had its inception based on easing the headaches of the custodial staff. "Changes in attitude, however, were quickly apparent and it was obvious that the opportunity for verbal expression which the group provided was taking care of repressed hostile feelings which were otherwise handled in the form of disciplinary infractions" (p. 43).

Further, Peters, Pedigo, Steg and McKenna Jr. (1968) found that as the group interacted, personal passivity diminished. "The members soon discover that they can express hostility, experience anxiety, and tolerate tension without resorting to antisocial behaviour. Thus, the expressions of character disturbances are channeled away from the community into the group sessions where each member's behaviour and attitudes can be influenced by discussion, peer interaction, and new identifications" (p. 43).

Dealing with problems in interpersonal relationships

The group may act as an arena in which the sex offender may develop in his abilities to establish and maintain interpersonal relationships. Costell and Yalom (1971) believe that the sex offender "is grossly impaired in his ability to establish and maintain gratifying mature interpersonal relationships with both members of the opposite sex and his own sex. For such individuals group psychotherapy provides an arena in which their symptoms or offences may be translated into the interpersonal context and in which disturbed interpersonal relationships may be appreciated, understood, and altered" (p. 119).

Cohen and Kozol (1966) characterized the sex offender as having a marked developmental impairment in interpersonal relationships.

The developmental defect in interpersonal relationships is reflected in a lack of trust of others and a pervasive cynicism, a selfish, narcissistic and demanding attitude, an inability to work in social groups and to maintain a sense of responsibility to the group; a tendency to see relationships in terms of somebody winning and somebody losing, with no appreciation of the possible mutual or reciprocal quality of a relationship; and a self-centered infantile value system with a tendency to blame others for one's troubles (p. 52).

Sadock and Spitz (1975) emphasized the potential that therapy groups have for dealing with the problems of intimacy, closeness and dependency, all of which concern themselves with interpersonal relationships. "This potential is particularly advantageous, since these problems tap many of the psychodynamic issues that translate

themselves behaviourally into sexual dysfunction. An effective group experience can be emotionally corrective when the patient concretely sees his own positive behaviour and emerges with a sense of mastery over his problems and fears. The social reinforcement that the group offers tends to increase the likelihood of this new behaviour generalizing and showing itself in improvement in other areas of impaired function in the patient's life" (p. 1570).

Feelings of sexual adequacy

According to Gagnon and Simon (1968) "it is in the area of sexuality that the prison is perhaps more limited than it is in other areas of activity, partially because of its very single-sex nature and partially because the society rarely provides clear guidelines for sexual behaviour even outside the penal institution" (p. 23).

The problem for the inmate is not merely the release of sexual tension but the social and psychological meaning that such release has and the motives and beliefs that it expresses for him. The sources of this set of values does not reside in the prison experience, but outside the prison in the community at large. Thus, the prison provides a situation to which prior sexual and social styles and motives must be adapted and shaped (p. 24).

In addition, Miller (1973) drew attention to problems with sexual feelings experienced by the inmate prior to release.

Many inmates become anxious about sexual difficulties which they recall having prior to confinement. Strong doubts arise about their sexual adequacy with wives or girlfriends after their release. These feelings are compounded by the shame felt by many inmates over the sexual behaviour in which they have engaged while confined. Commonly this is a shame over homosexual behaviour and is worse for those who have had intense, long-lasting and meaningful sexual relationships (p. 25).

In addition to dealing with sexual problems related to the offender's incarceration, the group can function, as Sadock and Spitz (1975) believe, as a reality-testing device for the person suffering from myths or misconceptions in the area of sex. "The varied life experiences of other group members and the challenging of his irrational beliefs help to accomplish an educational function regarding sexual information" (p. 1569). Contrary to the envisioned image of sex offenders as aggressive, dangerous individuals, Peters and Roether (1971) found that sex offenders are "generally shy, psychosexually immature, and full of doubts about their masculinity". They added that "the group process lends itself to supporting these psychosexually immature individuals until they can tolerate discussion and examination of their sexual attitudes and behaviour" (p. 73). Finally, Brancale, Vuocolo, and Prendergast Jr. (1971) emphasized that group therapy has to be supplemented by sex education sessions, since sex offenders are most often grossly misinformed or sexually naive or both" (p. 22).

Enhancement of self-esteem

Peters and Sadoff (1977) believe that belonging to a group of peers and communicating with them can have the effect of raising the participant's self-esteem, giving the offender an opportunity to relate at his optimal capacity. They stated that "unless an offender's self-esteem is established, he is unlikely to think enough of others to avoid antisocial behaviour. Thinking more of himself is the first step in higher regard for the rights of others (p. 35).

Similarly, Peters and Roether (1971) regard "increased self-esteem as essential before the antisocial behaviour directed against others can be altered. If a subject thinks little of himself, it is difficult for him to regard others with enough esteem to avoid violating their rights" (p. 78). They elaborated that

Participation within the group helps teach him respect for the rights of other individuals and for himself as well. Initially, this is manifested in simple social rules such as one person speaking at a time. Subsequently more complex requirements are added, such as respect for individuals who deviate somewhat from the norm but still remain within group rules. As these new experiences are successfully met in the middle phase of the group process, controls are established for the immediate problems that are within the group setting. These controls are ultimately extended to interpersonal relations outside the group . . . More satisfactory relationships with family, work, and friends develop, again increasing self-esteem. This improved self-image, in turn, helps the subject to cope with his environment without resorting to the impulsive antisocial behaviour patterns which had become stereotyped over the years" (p. 75).

Silver (1976) added that self-esteem was also bolstered as the men learned to question self-defeating assumptions. Group members provided feedback on one another's personal strengths, potentials, and limitations. Sadock and Spitz (1975) indicated that increased self-esteem resulted from the shifting levels of identification which took place in the life of the group. "These identifications give a sexually dysfunctional member a chance to imitate and adopt successful behaviour he sees in others and to identify with healthy role models who have been successful in dealing with the same problem he experiences. The result shows itself in increased self-esteem and in countering feelings of hopelessness about his inability to resolve his problem" (p. 1570).

Hendricks (1975) stated that "the emphasis placed upon developing a sufficient notion of self-worth in treatment is perhaps best understood by considering this to be a process which serves as a further reinforcement for on-going introspection and behaviour change. Thus, as the individual receives rewards for gains in treatment these same gains may lead to further progress" (p. 9). Schimel (1974) firmly believes that "the person's needs for self-esteem, self-respect, and the approval of others are among the most potent of human motivations" (p. 252).

Transfer of new interpersonal behaviour and attitudes to relationships outside of the group

Peters and Roether (1971) stated that the group may form the groundwork for the offender to extend his new found confidence and attitudes to extragroup relationships. Small-group interaction helped the offender gain an altered image of himself and assisted the offender in his development of interpersonal relationship skills. Price and LaPedis (1965) emphasized the similarity of the therapy group to the family. They believed that "emotional disorientation and dissocial behaviour originate in family (group) relations. It is therefore the aim of group therapy to create an atmosphere and stimulate relationships among its members that will approximate, as far as possible, those of an ideal family. All the positive elements the family (group) life lack are emphasized in a therapy group" (p. 32).

Efforts at providing opportunity for extension of new interpersonal behaviour and changing attitudes to extragroup relationships have been made within some of the reported programs. The Treatment Centre for the Sexual Offender at the Western State Hospital reported an emphasis on involving wives in psychotherapy and social activities from the beginning of actual treatment in Phase II of their program. Freese (1972) and Silver (1976) both reported no success in enlisting the participation of significant others in their programs.

Summary

The preceding review of treatment programs for sex offenders has described the nature of the programs, the client population, the objectives and characteristics of the programs, and findings that were reported. The preference for the group method in the treatment of sex offenders was illustrated. William Schwartz's mediating model of group work was examined, including the underlying assumptions and the key theoretical and operational concepts. Two issues in the composition of treatment groups for sex offenders were considered: voluntary membership and homogeneity or heterogeneity composition. A number of recurring themes in the treatment of sex offenders were isolated. The discussion of these themes provided an understanding of the needs of the sex offender, the objectives or goals of treatment and the use of the group method in meeting these goals.

CHAPTER III

PRACTICUM DISCUSSION

This chapter will illustrate the practicum through an examination of five selected vignettes. Implementation of the mediating model of group work will be illustrated through a discussion of selected situations which occurred during the practicum. The vignettes will be introduced and will be followed by a discussion of the author's activities in response to the presenting situation.

Vignette No. 1.

Presenting Situation: Participant "A" was observed as an instigator by the Supervisor of Protective Custody who then attempted to recommend termination of a federal-provincial agreement allowing "A" to serve a federal sentence in the provincial correctional institution at Headingley.

This situation arose three and one half months after the author's involvement within the protective custody unit of the institution, and two and one half months after the sex offender group began. The author was invited to observe an interview conducted by the Supervisor of Protective Custody with an inmate of protective custody (not a participant of the sex offender group). During this interview, it was alleged that the inmate being interviewed was active with two other inmates of protective custody in instigating various undefined problems within that unit. The two other inmates named were both participants of the sex offender group, one of which was "A". The inmate interviewed cited "A" as the only instigator. The unit supervisor then shared, in confidence with that inmate, that he was considering a recommendation for transfer of "A" to a federal institution. He further added that "A" would receive no consideration of his recent application for parole.

Participant "A" was unaware of the above situation. He was of the opinion that he was progressing well within the protective custody unit, and expressed a confident attitude that the supervisor was

supportive of his level of participation within the unit. "A's" only expressed concern at the time was a perceived withdrawal of contact with him by the unit supervisor, with no apparent reason to "A". "A" participated in all available program resources in the protective custody unit. He played a key leadership role in assisting to motivate protective custody residents to respond to institutional expectations. The author's impression was that "A" generally exercised significant influence in support of initiatives and directions made by the Supervisor of Protective Custody.

However, "A" had demonstrated behaviour which could be termed as instigative, (eg. his attempt to mobilize negative reaction towards a couple of disruptive residents within the protective custody unit). The unit supervisor subsequently discussed his concerns with the Supervisor of Institutional Programs and "A's" Parole Officer. In both situations, the supervisor strongly suggested that serious consideration be given to transfer of "A" to a federal penitentiary. It was also learned that the unit supervisor had originally recommended against "A's" incarceration at the provincial institution. "A" was not aware of this information and held the impression that the supervisor had aided in the agreement allowing for him to serve his sentence in the provincial institution. An additional development was that the inmate with whom the unit supervisor originally shared his views about "A", subsequently revealed this information to "A". This then became a focus of concern for "A" and the other participants within the sex offender group.

The preceding represents the author's tuning-in to the problem situation, including listening to and observing the interaction taking place, and attempting to understand messages underlying the various interactions. Further the author attempted to anticipate the expected actions and reactions of those involved. It was hypothesized that the unit supervisor, with his preconceived opinion of "A", might attempt to gain support from others involved with "A". The author further anticipated "A's" reaction of complete withdrawal from program participation and meaningful interaction with the unit supervisor, as a result of his perceived loss of support. The sex offender group, in turn, might take on and reinforce "A's" attitude, failing to differentiate helpful behaviours from instigative behaviours. This could encourage a destructive reaction to the unit supervisor and possibly, to the informant in the situation.

As a result of this tuning-in process, the author's activity was directed at four interrelated levels of interaction:

- the interaction between the unit supervisor and other significant parts of "A's" system;
- the interaction between "A" and the unit supervisor;
- the interaction between "A" and the significant parts of his system; and,
- the interaction between "A" and the sex offender group.

The first intervention involved the interaction between the unit supervisor and other significant parts of "A's" system. The author

recognized the unit supervisor's concerns about "A's" behaviour and repeatedly suggested that these concerns be shared with "A" to distinguish information based on facts from here-say. The author further advocated "A's" rights to be confronted with the allegations, allowing for "A" to challenge them or offer an explanation. These same ideas were verbalized by the author in discussions with the significant parts of "A's" system, including the Supervisor of Institutional Programs and "A's" Parole Officer. The latter were supportive of "A's" being informed of the allegations, and the author's suggestion that the alleged instigative behaviours be further examined within the sex offender group. "A" was subsequently informed of the concerns about his behaviour in a meeting involving "A", the unit supervisor, "A's" Parole Officer, and the author.

In preparation for the above meeting, the author directed his activity to the interaction between the unit supervisor and "A". One of the author's primary tasks was to help the unit supervisor and "A" discover their need for each other. The author met with the unit supervisor and attempted to direct him towards consideration of the underlying reasons for "A's" instigative and disruptive behaviours. In addition to interpreting the instigative behaviours as an expression of needs, the author shared his observations of "A's" previous strong role in supporting initiatives and directions made by the unit supervisor within the protective custody unit. In attempting to develop the reciprocal nature of the

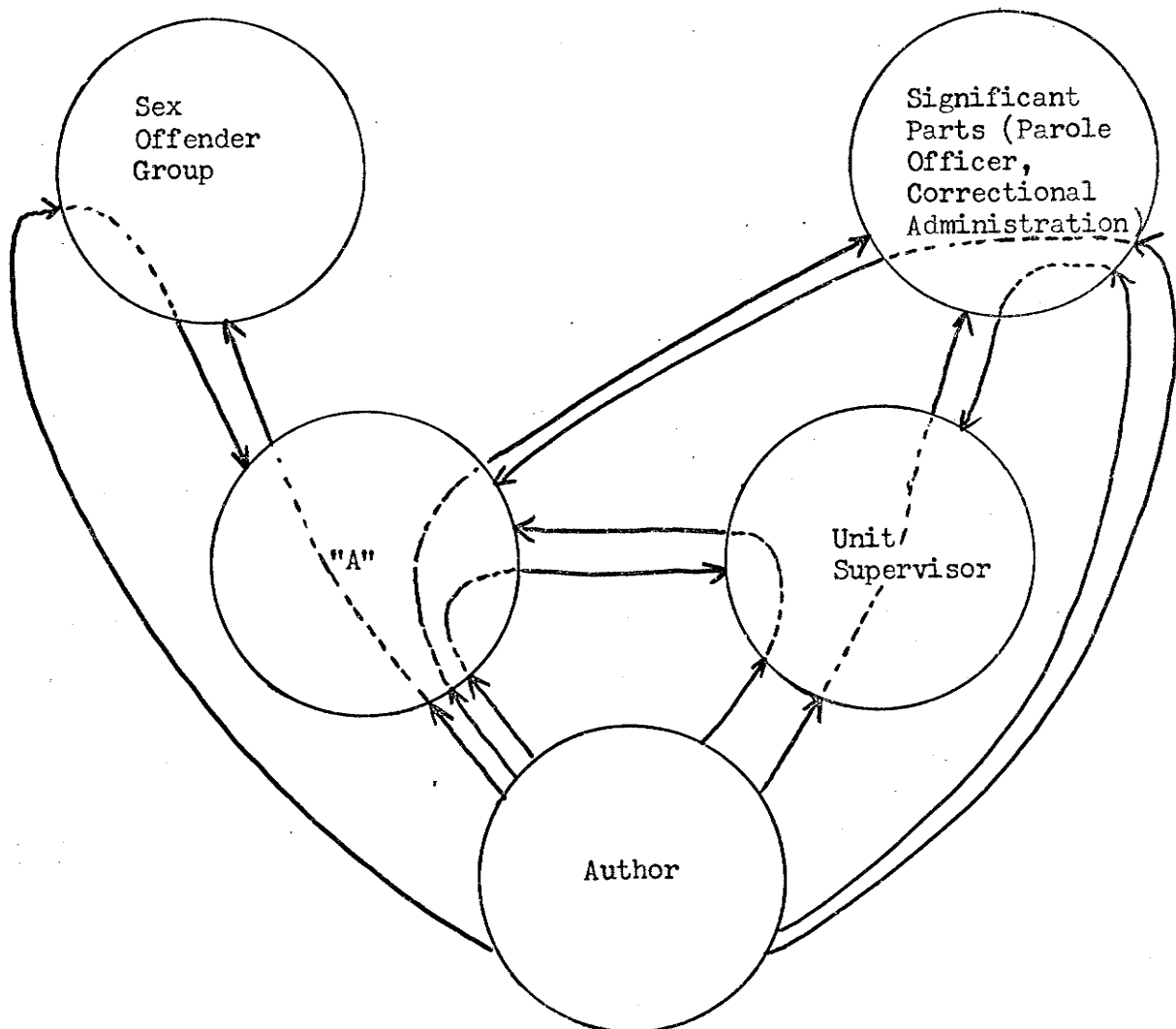
interaction, the author assisted "A" in exploring the importance of the unit supervisor in his system, and the importance in his being able to negotiate that part of his system. "A" was helped to examine the origins of his "instigator" image and encouraged to understand the unit supervisor's concern for this type of behaviour since he is responsible for supervising a unit within a correctional institution. The author helped "A" prepare for a discussion with the unit supervisor to help minimize the anticipated defensive reactions. This was done by role-playing.

Similar themes were verbalized by the author in directing the interaction between the Parole Officer and "A". The author's observations of "A's" role in protective custody and the interpretation of "A's" instigative behaviours as an expression of needs were both conveyed to "A's" Parole Officer. Attention was drawn to the potential influence the Parole Officer had on "A". "A's" perception of the importance of the Parole Officer in his system was reinforced and suggestions were made for the best course of action in that part of the system.

Finally, the author's activity was directed at the interaction between "A" and the sex offender group of which he was a member. The author encouraged "A" to use the group in obtaining feedback on his behaviour within the group, and to gain supportive assistance in dealing with the unit supervisor. The group was directed in an exploration of "A's" helpful and harmful behaviours observed in

the group, and assisted "A" to alter his problematic behaviours in a supportive and guided manner. The group was also encouraged to examine and understand their reactions to the unit supervisor and to the inmate outside the group who related the confidential information to "A". The combined efforts of all contributed to "A's" remaining within the provincial correctional institution for the duration of his sentence.

The following illustration provides an overview of the author's implementation of the mediating model with the problem situation cited in this vignette.



The social system illustrated above can be considered a group composed of interrelated parts. It shows the lines along which the author used his skills to encourage the approaches of one part toward another, and vice versa. The primary task of the author was to encourage an interaction between the parts of the system based on the actual business between them.

Vignette No. 2.

Problem Situation: A pervasive cynicism and feelings of abandonment became evident within the group as a result of mounting tension between residents of the protective custody unit and a perceived lack of institutional response and program input.

This situation became a focus of concern for the group approximately two months after the group began. The author encouraged the group to stop and examine their behaviours, including increased hostility towards one another, a tendency to blame others for one's troubles, and selfish and demanding actions exhibited towards the protective custody unit supervisor. The group's self-examination led them to isolate what they felt was a major contributing factor to the problem situation. This was their common need for some form of meaningful activity, which would occupy their time more productively, alleviate the build-up of tension, and provide them with a sense of purpose.

The author gave the group support for demonstrating an understanding of their problem situation and suggested that the group consider possible responses to the problem. The group reacted by expecting the institutional authorities to meet their stated needs and for the author to take a more active role in persuading the institutional authorities to provide increased

program input. The author hypothesized that the group had no appreciation for the possible mutual or reciprocal quality of their relationship with the institutional authorities. The author therefore assisted the group to re-examine their attitude of expecting things to happen or to be provided for them. The importance and necessity of their own efforts in this regard was stressed. The group was encouraged to explore possible initiatives they could pursue. One group member suggested that the group develop a proposal which could involve the protective custody residents in a work activity program outside of the institution. This idea was greeted with support from the group and generated group cohesion. The author helped the group explore the idea further, by taking a more realistic view of what would be feasible given the relatively short time they would be in the institution and the bureaucratic nature of the correctional system. The author encouraged the group to apply the key merits of their idea to a proposal which would involve the group negotiating more immediate parts of their system. A plan for a one day outing for group participants evolved. The author contracted with the group to help them prepare their proposal and plan their presentation of it to the protective custody unit supervisor.

Four successive group sessions were devoted to the preparation of their proposal for a one day outing. Preparation began with the group setting parameters for their proposal, including:

- that the activity must be agreed to by all participants in the group;
- that the proposed activity be something which could be acceptable to institutional authorities; and,
- that the proposed activity be a productive experience for the group participants.

The group's brainstorming of activities quickly focused on activities which would provide maximum exposure to outsiders and the outdoors. Part of the group rationale was that this outing would test their behaviour in various outside situations, specifically with women. They felt that the opportunity would allow participants to prove to others as well as to themselves their trustworthiness. Following discussion of the positive and negative aspects of various proposed activities, consensus was achieved on proposing that the day consist of a morning visit to the Museum of Man and Nature, followed by lunch at the A & W cafeteria, and concluded by an afternoon visit to the Zoo at Assiniboine Park. The group discussed and made suggestions regarding specific details of the outing such as finances, escorts, transportation, and pass hours. The proposal was summarized on a flip chart for presentation. At this point the worker asked the group to stop and look at their decision-making and interaction process. This resulted in the group recognizing that their ability to engage in a more complex interaction between themselves had improved significantly.

The group was noticeably satisfied with their achievement and believed they were ready to make their proposal to the unit supervisor at his earliest convenience. The author challenged the group's perceived readiness by role playing the unit supervisor and hearing the proposal. The importance of rehearsing the presentation of their proposal and the need to take into consideration anticipated responses became self-evident to the group. Subsequent preparation involved planning and role playing the presentation of their proposal. Video tape recording equipment was utilized to facilitate the group's review of its performance. What became evident was that the group diverted much of its "practice" role playing time to inappropriate humour and off-the-topic discussion. The author allowed these diversions to occur for some time, interpreting that this behaviour was due to the mounting stressful situation. The author then brought the observed behaviours to the group's attention, and assisted the group in examining and thereby understanding what was occurring. A quick and more productive role play practice followed, just prior to the actual presentation of the group's plan to the unit supervisor.

The protective custody unit supervisor was invited to the group session, with the prior knowledge that a proposal was to be made for his consideration. Presentation of the proposal was made by each group member and the author assuming respective parts of the proposal. The unit supervisor listened attentively to the proposal and responded by challenging two of the major assumptions

in the group's proposal. These were the group's assumptions of limiting participation in the proposed activity to only group members and the validity of the group's contention that the proposed activity would be a good experiment for protective custody residents. The unit supervisor further observed that the proposal did not consider the possibility that one or more of the group members might be refused a day pass, nor what the reactions might be from remaining residents of the protective custody unit who were not members of the group and thus not included in the proposed outing. The unit supervisor left the group with an understanding that their proposal would be given further consideration, after the group discussed the issues he had raised, and incorporated some of his suggestions in an altered proposal.

The group's reaction to the meeting with the unit supervisor could best be described as confusion over the status of their proposal and frustration with their inability to respond effectively to the unit supervisor's challenges and observations. The group was disappointed in not achieving their desired goal immediately and expressed cynicism towards the correctional institution and the unit supervisor. There also were expressions of hostility between some members of the group with regard to their performance in the presentation of the proposal. The author brought these behaviours to the attention of the group and questioned the appropriateness of these behaviours given that the unit supervisor

had accepted the core idea of their proposal and was willing to give it further consideration. The author suggested that the group's self-inflicted feelings of disappointment could more productively be diverted to exploring the merits of the unit supervisor's comments and re-structuring the group's proposal accordingly. Re-negotiation of the contract between the group and the author, as well as between the group members themselves became necessary due to a lack of consensus on whether the group should adhere to the "all-or-no-one-goes" philosophy. The group agreed to pursue their proposal further following a lengthy discussion which was notably influenced by the group member perceived most likely to be denied a body pass.

The remaining major implication of the group's proposal was its impact on the other residents of the protective custody unit. The group was assisted to anticipate the reactions and feelings of their fellow protective custody residents, and was encouraged to consider these in the group's proposal. The group resolved to present their proposal to the protective custody residents as a whole, and to ask for their support with a view to possible repetition of such activities for others. Attention was given by the group to the method and content of their presentation to the protective custody residents, including the selection of the most capable spokesmen to make the presentation on behalf of the group. The group was successful in gaining the

support of their fellow protective custody residents, which proved to be a significant reinforcement for the group. The group's success gave group members their first real feelings of accomplishment for their efforts, and also illustrated their advanced level of coping abilities as compared to most of their fellow protective custody residents. The group's proposal took on greater importance given the wider support it received, and was subsequently altered to reflect the group's new efforts.

The group was again assisted to plan their method of presentation of the altered proposal to the unit supervisor, which included repeated role playing. Avoidance behaviour which was observed in the previous role playing situation was not evident in the preparation for the second presentation to the unit supervisor. The group requested a second meeting with the unit supervisor at which time the altered proposal was presented. Questions posed by the unit supervisor were more readily responded to by the group members, and a clear understanding between the group and the unit supervisor resulted. The efforts made by the group were supported by the unit supervisor and the latter agreed that he was sufficiently satisfied and able to forward their proposal to the appropriate institutional authorities with his support for its approval.

Institutional approval was given to grant a day pass to all group members with the exception of one, participant "A". The reason given for "A's" exclusion was that "A" was perceived to be an instigator in the protective custody unit and that granting a day pass would be inconsistent with the unit supervisor's perception of "A". The author was clearly advised by the unit supervisor that variance of the decision to exclude "A" would not be considered. The day passes were granted on the understanding that a one-to-one escort would be arranged.

The group devoted one of its subsequent meetings to consider the decision and its impact on the group, and especially on "A". While some discussion initially returned to the "all-or-no-one-goes" philosophy, group commitment to follow through on their proposal was re-affirmed. Participant "A" was particularly strong in advocating that the group follow through on their proposal, reminding the group of their earlier consideration of the possible effects the outing may have for others in protective custody, including "A" himself. The outing occurred as planned, with escort assistance provided by two chaplains in addition to the unit supervisor and the author.

The group's day outing developed from challenging the group to contribute towards a solution to the problematic situation they were experiencing at the time. Planning and negotiation of the proposal took the group through successive stages of new and

more complex interactions. Each step provided new demands and frustrations to be dealt with by the group and contributed to the group members' development of their coping abilities. In addition, the prolonged time span from the beginning planning stage to the actual outing provided an opportunity for the group members to experience and cope with delayed gratification in response to their sustained efforts. The group's success in gaining approval for their self-initiated proposal served to bolster their self-esteem and enhance their skills and confidence in dealing with their problems related to their present environment.

Vignette No. 3.

The following response was made by participant "E" to the interviewer at the conclusion of the group program.

Karen: Since the beginning of your involvement in the group, have you made any attempts to change anything about yourself?

E: Yeah, I've learned to change lots. Because before my wife talked to me, you know. She'd get me mad and I'd walk out of the house. And you know, I've learned to sit down and talk about it. You know, discuss things. Just sit down and discuss things. You can work it out.

Karen: At least you can talk about it?

E: That's right.

Karen: I understand that since the beginning of the group, you have had to face a number of problems, some of which involved some of the other guys living in P.C. In what ways did you deal with these problems?

E: At first, gave them something to do. And then, Steve goes down there and starts talking to us about it. Making us handle it a little better you know. Like I say, just sit down and talk about it, iron things out. Just like, I had trouble with a guy downstairs who's always coming to my bed, you know. A fag, eh. And I was having a hard time with him and that. Then my counsellor and Steve and me and this guy went into this room and sat down and talked about it, eh. And all I asked that this guy do is just stay away from my bed at nights. And we talked about it for a good two hours before everything was all settled down.

Karen: Do you think that having Steve at the group and what not helped you to deal with this specific issue differently than you might have dealt with before?

E: Oh yeah. Really differently. Before what I did was just tell the guy to piss off (laughter).

Successive confrontations between "E" and the other inmate "F" referred to above, preceded the above situation. On those occasions, "E" would openly show his disgust at "F" and would attempt to avoid

him. However, "F's" increasingly persistent overtures heightened "E's" anger and provoked "E" into considering hostile physical action against "F". "E" preferred to refrain from hitting "F" to avoid the consequence of being placed in the "hole" as punishment. "E" shared his frustration and anger with the author, and agreed to attempt to find an alternative solution in a meeting between "E", "F", the unit supervisor and the author.

The meeting facilitated "E's" direct ventilation of his feelings of anger and frustration to "F". This led to a clarification of "F's" distorted perception of "E's" refusals. An understanding was reached between "E" and "F" as to what behaviour would be acceptable and what would not be acceptable.

"E's" willingness to meet and deal with the issue reveals a significant growth in his approach to problematic relationships with others. "E's" statement that "Before what I did was just tell the guy to piss off" was consistent with his initial stance in the group that there was "no use talking about it", whenever the group dealt with relationship problems. During the five months the group met, "E" became increasingly involved in the group's efforts to deal with varying relationship problems which emerged. The author made no attempt to force "E's" participation in the discussion and resolution of these problems but ensured that the opportunity existed for "E" to contribute.

At a later stage, "E" exerted considerable influence on other group members to resolve an emergent problem faced by all of the group through discussion rather than avoidance. "E's" extension of problem-solving behaviours to his problem with "F" as well as anticipating use of these behaviours with his wife, are an indication of his enhanced level of confidence and skills in extending learned behaviour to extragroup relationships.

Vignette No. 4.

The following response was made by participant "C" to the interviewer at the conclusion of the group program.

Karen: Was the use of the Video Tape Recording equipment helpful?

C: Yeah, I found it helpful. At first, I didn't even want to be on that camera. I refused to be on the camera. Well, we always sat in a circle and I'd always had to sit on the edge of the circle, so the only part of me that the camera would catch is my feet. (laughter) Well, that was a good experience. Then after the second or third time, I wasn't part of the group as I should have been, you know, participating. Then we'd tape it and it was good when you'd play it back, and hear what you said in the meeting. Then you could play it back, you could see it in different ways.

Karen: Right, so you learn things.

C: Oh yeah.

Karen: About yourself?

C: Learned things about myself that I never saw before. I'm jiggidy, I was. In that sense, I might have said differently, after I thought about it and put a little thought into it

Karen: Would you say that you feel the same or different about yourself since the group experience?

C: I would have to say I'm a changed person. Least I like to think that I am anyway. To be able to go out there, like I said earlier, to be able to be with people more, maybe that's what I needed, son of a bitch. Instead of being sheltered all the time, get out there and meet people and do different things. It'll stop me from drinking too.

"C" chose not to enter the group at its beginning stage stating that he was suspicious and mistrustful of the formation of groups as well as of institutional program input in general. "C" voluntarily joined the group six weeks after its beginning and showed a positive and accepting attitude to the group's

purpose. "C's" cautious adjustment to the use of the V.T.R. equipment alerted the author to "C's" guarded self-image. The author was careful not to be forceful but was supportive and encouraging of "C's" gradual movement in response to the use of the V.T.R. Group members were assisted in adopting a patient and supportive attitude to "C's" adjustment. The author had previously introduced the group to the process of giving feedback to one another and continually modelled this behaviour in group meetings. This behaviour was imitated by group members with "C". Group members gave feedback to "C" on his appearance, voice, his actions, etc. "C" was invited to comment on how he saw himself and how he received others' comments. "C" received ongoing reinforcement by the group and the author for continued introspection and behaviour change during his group experience. The group process assisted "C's" movement from an attitude of primary consideration for himself, i.e. "poor me", to active expression of concern and participation in problem-solving for others. "C's" increasing appreciation for the mutual quality of relationships led to the formation of more satisfactory relationships with others within and outside the group.

Enhancement of "C's" self-image and self-esteem was facilitated by "C's" experience in the group, including his exposure to the V.T.R. "C's" remarks during the interview, quoted earlier, indicate that his enhanced self-image influenced his perception of how he could best motivate himself towards change.

Vignette No. 5.

The following excerpt of Mr. Boyce's response to the interviewer at the conclusion of the group program will serve to introduce the situation for discussion.

Karen: Would you say that the participants' attitudes towards their offence and their imprisonment is the same or different since their involvement in the group?

Mr. Boyce: Oh, I would say that their attitudes towards their offence is different. I think that. When they first came here, well they gave me the impression that they were pushing it or something. And everybody else to blame because they were a victim of circumstances rather than guilt. I think that they've come to realize that they did commit an offence and that it was wrong. And I think that they took a different attitude toward people that they were associating with because of their offence. . . . Because before they wouldn't talk about their offence. If it was mentioned, they thought they were being persecuted because of their offence. I think that they could talk openly about it. And sort of come to grips with what happened, which I think is a change.

The formation of the sex offenders group to some extent countered the social isolation of the offenders. The group members, each believing himself to be unique, discovered others within the group who were experiencing similar problems. The realization through group sharing that others in the group shared comparable shortcomings elevated the group members' self-image. However, the group solidarity which developed tended to initially strengthen the group members' defence

mechanisms of denial and avoidance towards others outside of the group. The author conveyed an acceptance of the group members as individuals, irrespective of their offence, and attempted to remain non-judgmental in assisting group members to re-examine their offences. The author's attitude was consistent with his actions within the group, and gradually resulted in gaining the trust and confidence of group members. This acceptance enhanced group members' self-esteem and less denial and avoidance behaviour were subsequently observed within the group. Over a period of time, the group began to work towards increasing their understanding of their anti-social behaviour.

In an attempt to counter the social isolation of the group, the author suggested that the group meet with staff from the Winnipeg Rape Crisis Centre to share their mutual concerns. In addition, the author anticipated that a meeting might produce a more positive attitude towards the group from several people closely involved with the victims of sex offenders and thus could result in the group members' increasing openness to understanding their antisocial behaviour. The experience also had the potential of significantly raising the group members' self-image. The rationale presented to the group was that both the group and the Rape Crisis Centre could benefit from a mutual sharing of one another's knowledge and viewpoints; that the experience would provide group members with opportunity to test

out their perceptions of how society regards sex offenders; and would allow for group members to influence attitudes. The group was receptive to the suggestion, and the Rape Crisis Centre was invited to participate.

The author assisted the group in exploring what they wanted to communicate to the staff of the Rape Crisis Centre, and what they were expecting the Rape Crisis Centre staff to provide. The latter was conveyed to the Rape Crisis Centre staff and was integrated into the Centre's planning of their input. Preparation with both the group and the Rape Crisis Centre staff involved placing considerable stress on the need for empathy and understanding of one another to maximize the potential of these sessions. The group was assisted in recognizing and sharing their feelings, apprehensions, etc. about the planned sessions with the Rape Crisis Centre staff. Some group members admitted being "scared" and "uneasy" about what would happen. The group members became less apprehensive on learning that they shared comparable feelings with each other and with the Rape Crisis Centre staff who were to participate.

The group's involvement with two staff members from the Rape Crisis Centre was originally planned to occupy two successive group sessions, but was extended to three. These sessions involved exercises which focused on the group members' attitudes toward women, and more specifically, their attitudes toward rape victims.

A sharing of experiences between the group members and the Rape Crisis Centre staff led into an examination of their assumptions about one another. Evaluative feedback on the content and impact of the interchange concluded the sessions. Evaluative comments made by the group members stressed their feeling of having been accepted by their visitors "as people", including the acceptance of their views with an open and understanding attitude. The Rape Crisis Centre staff commented that their expectation to find a negative view of women did not hold true. They found group members to be "sensitive and not woman haters", and gained an appreciation of the individuality of sex offenders, i.e. "they're not all alike".

The interchange between the group members and the staff of the Rape Crisis Centre occurred within an atmosphere of co-operation and acceptance of one another. The group members' willingness and abilities to follow through on this experience provided an opportunity to derive increased confidence in themselves, and enhance their self-image. The openness and understanding conveyed by the two female staff of the Rape Crisis Centre encouraged the group members to make appropriate use of this resource to increase their understanding of their antisocial behaviour. The group members and the staff of the Rape Crisis Centre expressed a new awareness which resulted in an attitudinal change.

The relationships which developed as a result of membership in the group, involvements with the author over an extended period of time, and contact with the staff of the Rape Crisis Centre countered the social isolation of the group members. The group members' experience with these resources contributed to their increased understanding of themselves and their antisocial behaviour, which in turn influenced their behaviour towards others outside their group, as observed by Mr. Boyce in the interview excerpt at the beginning of this Vignette.

Summary:

Five vignettes have been presented to illustrate the practicum. The author's implementation of the mediating model in response to differing situations was examined within each vignette. Some of the previously indicated recurring themes in the treatment of sex offenders, as well as some of the objectives of treatment stated in Chapter I were exemplified in the discussion.

CHAPTER IV

SYNTHESIS OF INTERVIEWS

Discussion within this chapter will focus on the questionnaires administered following termination of the group. The development of these questionnaires, as well as their purpose and application, will be examined. The responses of the participants and observers interviewed will be summarized in relation to the objectives stated in Chapter I.

Two questionnaires were developed by the author to gather evaluative data from group participants and observers. The purpose of one of the questionnaires was to gain the participants' perceptions of the over-all program, the worker, and themselves at termination of the group. The five participants at termination of the group were interviewed using the questionnaire to gain observers' perceptions of the program and its effect on the participants involved. Three institutional staff members who had been directly involved with the group participants in varying capacities were interviewed, using the second questionnaire as a guideline for discussion. These included the Supervisor of Recreation Programs, the Supervisor of Protective Custody and the Roman Catholic Chaplain.

The author engaged an impartial interviewer, unknown to the participants and institutional staff. The interviewer was instructed to introduce the purpose of the interviews to those being interviewed, and to conduct a discussion using the questionnaires as guidelines. The interviewer was allowed to be flexible in following the guidelines, including rephrasing questions as was necessary. Participation in the interviews was voluntary and the interviews were taped. Group participants were assured prior to the interviews that their anonymity would be retained. The interviews were conducted in an interview room located outside the protective custody unit. Given that the

interviews were taped and conducted by an unknown as well as female interviewer, the author assumed that there would be censoring by the participants during the interviews.

The interviews were transcribed in full and are found in Appendices C and D. Their responses will be summarized to gain observations on the social work activities and the objectives for the group participants. Discussion will be divided into two parts. Part A will summarize observations on the over-all program, feedback on the worker, the use of the Video Tape Recording equipment, and the observers' perceptions of the impact of the program on the protective custody unit. Part B will summarize responses in relation to the objectives stated in Chapter I, including the participants' perception of change as a result of the group experience.

Part A - Summary of Observations on the Program, Worker, V.T.R., and Impact on the Protective Custody Unit.

Observations on the over-all program

Participants' responses to the following questions were considered:

Now that the group program has ended, what would you say is your over-all opinion of the program?

As you think back over your time in the group, is there one thing that was really important to you?

As you think back over your time in the group, are there any disappointments about the group program?

Is there anything else you'd like to say about your group experience that we haven't talked about?

Observers' responses to the following questions were also considered:

Based upon your present knowledge of the group program, what is your over-all opinion of the program?

Are there any other effects of the group program which have not yet been discussed?

Is there anything else you'd like to say about the group program that we haven't talked about?

The responses to the over-all program were favourable. Three participants cited the importance of their meeting as a group to discuss issues and feelings of mutual concern. They attributed increased confidence and feelings of self-worth to the group meetings. Two other participants specifically cited the significance for them of the involvement of the Rape Crisis Centre staff. Suggestions were made for increased input by outside agencies. The observers noted a developing cohesiveness among the participants, and a more positive attitude towards work and the staff as a result of the participants' group experience.

Increased group input on an ongoing and regular basis was advocated by all of the participants and observers. Two participants and one of the observers expressed concerns that others within protective custody should have an opportunity for similar group experiences.

Feedback on the worker

Participants' responses to the following questions were considered:

What is your over-all opinion of the worker involved?

What are some things the worker did that were helpful in the group sessions?

What are some things the worker did that were not helpful in the group sessions?

Observers' responses to the following questions were also considered:

Do you have any comments on the effectiveness of the worker involved?

Responses about the worker can best be summarized by Reverend Hall's comment that there was a "warm feeling between himself and the group and the individuals in the group". The major response made by four of the participants was that the worker did not sufficiently focus the group in its discussion, especially in the beginning phase. Three participants cited

learning from the worker's modelling on how to approach their problems, and benefitting from the worker's use of resources from the community. One observer commented that the worker accomplished the expectations placed upon him by the institution, while another observer noted that the author's "concerns for the place have gone up to a degree also".

Use of the Video Tape Recording equipment

Participants' responses to the following question were considered:

Was the use of the Video Tape Recording equipment helpful? If so, in what ways?

All of the participants described their experience with the V.T.R. as helpful in pointing out their shortcomings. Participants cited the importance of being able to observe their own behaviours and being able to take corrective action if desired. Two participants admitted being initially shy or cautious of the V.T.R. and reported self-gains once getting used to seeing themselves on the V.T.R.

Impact of the program on the protective custody unit

In addition to related discussion during other parts of the interviews, the observers' responses to the following questions were considered:

Do you feel that the group program has had any effect on the protective custody unit as a whole? If so, in what ways?

Contrary opinions were made by two observers. One observer emphasized that the group members acted like a "clique" contributing in part to some problems with other residents within protective custody. He noted that the other residents felt left out and that the group cohesiveness inhibited relationships with other residents within the protective custody unit. Another observer stated that "there's no clique absolutely". He observed group participants utilizing what they had learned in their small group, with the larger group of protective custody residents, specifically citing their attitude towards authority as an example. He related his observation that group participants were able to "spread throughout the whole unit".

Part B - Summary of Responses in Relation to Objectives

Objective: Enhance group participants' coping abilities through new and more complex interactions.

Participants' perceptions to the objective were gained through the following questions:

Has the group experience had any effect on the way you get along with other people? If so, in what ways?

Would you say your attitude towards other people is the same or different since you attended the group? If different, in what way different?

Since your involvement in the group, would you say that you are the same or different in your sharing personal concerns and feelings with others? If different, in what way?

Observers' responses to the following question were also considered:

Would you say that the participants' abilities to get along with others is the same or different since their involvement in the group program since November of last year? If different, in what way?

Increased open-mindedness and acceptance of others' viewpoints were reported by all the participants. All participants reported development of a different attitude towards their fellow residents within protective custody. They noted their ability to get along better with others and some participants specifically cited improved listening skills, increased sharing of themselves, and increased tolerance of others' behaviour towards them. The observers also noted participants getting along better with each other. One observer felt that while group participants got along better with one another, this was not always so with others within the protective custody unit. Another observer reported that participants showed increased respect towards him since their involvement

in the group. One observer stated that the participants' improved attitude had positively influenced the mood within the protective custody unit.

Objective: Bolster group participants' self-esteem and improve their self-image.

Participants' perceptions to the above objective were gained through the following questions:

Would you say that you feel the same or different about yourself since the group experience? If different, in what way?

Has your involvement in the group had any effect on the way you think others see you? If so, in what way?

Since the beginning of your involvement in the group, have you made any attempts to change anything about yourself? If so, what kinds of things and in what ways?

Observers' responses to the following question were also considered:

Would you say that the participants' feelings about themselves, as well as how others see them is the same or different since their involvement in the group? If different, in what ways?

Four of the participants reported a significant change in how they perceived themselves. They cited improved feelings about themselves, increased confidence and ability in relating to people, and the ability to correct unsatisfactory behaviours.

One participant expressed confidence that his experience in the group would influence his drinking habits, while another felt that he would be able to apply his learned behaviours to working out problems with his wife. The three observers noted some positive changes in the participants' feelings about themselves as a result of the group experience.

Objective: Increase group participants' competence in dealing with their problems related to their present environment and future plans for release.

Participants' perceptions to the above objective were gained through the following question?

I understand that since the beginning of the group, you have had to face a number of problems, some of which involved some of the other guys living in P.C. In what ways did you deal with these problems? Was this the same or different from previous times?

Observers' responses to the following question were also considered:

Would you say that the participants handle problems which occur in the same manner or in a different way since their involvement in the group? If different, in what way?

All of the participants expressed increased confidence in being able to deal with problems they experienced within the protective custody unit. Some participants cited learning new

skills to resolve interpersonal problems. The experience also provided for greater tolerance of others' behaviours and increased the effort to work out problems satisfactorily. The observers noted the participants' improved ability to resolve problems in a more appropriate way. One observer stated that the group contributed to the participants' learning to live with their situation. Another observer cited a definite improvement in the participants' ability to present a proposal to him. He felt that "they handled that a lot better than they would have prior to belonging to the group".

Objective: Increase group participants' ability and comfort in ventilating suppressed feelings.

Participants' perceptions to the above objectives were gained through the following question:

How do you handle feelings such as being sad, angry or frustrated? Do you feel you handle these in the same way or in any way different since your involvement in the group? If different, in what ways different?

Three of the participants reported no difference in the way they handled feelings such as being sad, angry or frustrated. One participant noted that his previous response would have been to try and break something, necessitating his being placed in the 'hole'. He stated that he no longer responded in this manner and did not elaborate on how he dealt with his feelings of frustration

since involvement in the group. One participant felt that he handled his feelings differently, adding that he has learned to sit down and think before choosing his course of action.

Objective: Enhance group participants' understanding and feelings of sexual adequacy.

Participants' perceptions to the above objective were gained through the following questions:

I understand that you had several group meetings when you discussed sexuality and communication. Could you tell me whether you feel the same or different about:

- a) your relationship with your girlfriend or wife? If different, in what ways?
- b) your attitudes toward women? If different, in what ways?

Has the group experience had any effect on your general knowledge of sexuality? If so, in what ways?

Four of the participants reported development of a different outlook in their relationship with their wives or girlfriends. They noted increased appreciation and understanding of thoughts and feelings held by their wives or girlfriends. An altered attitude towards women was acknowledged by all of the participants. Three of the participants reported that their general knowledge of sexuality was enhanced as a result of their group experience, and that they felt a difference in themselves. Participants expressed difficulty in elaborating on their statements during the interview.

Objective: Increase group participants' understanding of their antisocial behaviour, including their ability to question their use of defense mechanisms such as denial.

Participants' perceptions to the above objective were gained through the following questions:

Since the beginning of the group, would you say that your understanding of what contributed to your committing the offence is the same or different? If different, in what way?

Would you say that you feel the same or different about your jail sentence since your involvement in the group experience? If different, in what way?

Four of the participants reported increased understanding of their offence and the factors which contributed to their offence, while one reported no change in his understanding of his offences. Four participants related that they felt different about their jail sentences as a result of the group experience. They cited a change from their initial denial and bitterness to an attitude of acceptance of their actions in the offences and sentence terms. One observer noted similar change in the participants' attitude towards their offences, and felt that this change influenced the participants' attitude towards people they were associating with. One observer felt that no change occurred while another felt he was not able to comment on this area.

Objective: Enhance group participants' confidence and skills to extend learned behaviour to extragroup relationships.

Participants' perceptions to the above objective were gained through the following questions:

How would you approach a guard or your counsellor when attempting to discuss or change something of concern? Is this the same or different as compared to before your involvement in the group program?

Since the beginning of the program, would you say that the way you get along with friends or loved ones is the same or different? For example, do you find any difference in getting along with your girlfriend or wife, mother, or some other loved one? If different, in what ways?

Would you say that the way you expect to get along with old and new friends, and with new employers, upon release is the same or different? If different, in what ways?

Observers' responses to the following question were also considered:

Have you noticed any difference in the way the participants relate to guards, to their counsellor, and to other institutional staff (including yourself)? If so, in what ways?

Four participants reported a difference in their ability to relate to their counsellor as a result of their group experience. They cited their ability to learn and use a different and more productive approach with their counsellor as well as with other institutional staff. Three participants

expressed increased confidence in their approach with people and noted a difference in their relationships with friends or loved ones. One participant attributed increased and closer communication between him and his family to related discussions in the group meetings. Two participants felt that their increased confidence and skills would help them in their search for employment upon release. One observer noted a decrease in feelings of resentment expressed towards him by the participants. He described how the participants' attitude toward his work demands underwent a dramatic change since their involvement in the group. The second observer noted only an improvement in the participants' method of presenting a proposal to him. The third observer stated that within the protective custody unit, there was considerably less "bitching" about problems with guards and their counsellor after the beginning of the group.

Participants' Perception of Change

Participants' perceptions of change as a result of their group experience were gained as a result of the following question:

In terms of what we've discussed, would you say that you are pretty much the same or that there has been some changes in you as a result of the group experience? If so, would you rate your change as high, medium or low?

All the participants indicated seeing themselves as having undergone change as a result of the group experience. Four participants rated their perception of change as "high" while one participant rated himself as "medium".

Summary

The responses from the questionnaires provided feedback on the over-all program, the worker, the use of the V.T.R. and the observers' perceptions of the impact of the program on the protective custody unit. The responses were summarized in relation to the objectives stated in Chapter I. All participants noted a change as a result of the group experience.

CHAPTER V

SUMMARY

The author set out to use the mediating model of groupwork with a group of sex offenders, incarcerated in a protective custody unit within a provincial correctional institution. The following were some of the findings that resulted from the five month group experience. These findings are very tentative because they were based on subjective material and involved a small group of participants and observers.

Within the limits of this particular study and in the subjective view of those who participated including the observers, it appears that

- participants increased their understanding of their offence and the factors which contributed to their committing their offence. A change in attitude from initial denial and bitterness to one of acceptance was reported.
- participants increased their confidence and skills in dealing with problems as they emerged.
- participants experienced no significant change in their ability to ventilate suppressed feelings.
- participants enhanced their general knowledge on sexuality and developed increased understanding and appreciation for thoughts and feelings held by their wives or girlfriends. An altered attitude towards women was acknowledged by all of the participants.

- participants enhanced their coping abilities, including increased acceptance of others' viewpoints and increased tolerance of others' behaviour.
- participants experienced significant positive growth in their self-esteem and self-image.
- participants extended their learned skills and confidence to some of their extragroup relationships.

One year following termination of the group, the author's information was that none of the participants at termination of the group have since become involved in any offence. However, it cannot be concluded that this is a result of the participants' group experience or some other influence.

The above findings cannot be generalized to other situations because of the small number involved and the lack of any objective criteria for measuring results. However, it would appear that the mediating model of groupwork has the potential of generating the above findings with a group of incarcerated sex offenders.

The author suggests that consideration be given to the following recommendations, if a similar group approach is planned.

- The group setting should be as self-contained as is possible, to avoid interruptions from necessary movements and custodial concerns particular to a correctional institution.

- Increased effort on the part of the practitioner should be directed towards maintaining regular consultation with correctional authorities responsible for structural changes particular to correctional institutions. The practitioner should ensure being informed of planned changes in institutional program schedules, locations, content, etc. so as to anticipate the effects of the change on the group process.
- The use of the V.T.R. proved invaluable in the group process and its availability on a regular basis is recommended.
- Efforts should be made to sustain ongoing group size to counteract the danger of disintegration as a result of participants who are transferred, leave or are absent.
- The heterogeneous and voluntary characteristics of the group composition were found to be beneficial and should be continued. The heterogeneous characteristics of the group facilitated the availability of increased helping resources within the group, including appropriate role models for one another.
- Given the participants' apparent positive response and learning from involvement of female resource persons, it may be particularly beneficial to involve a female co-worker, or facilitate increased involvement of female resource persons within the group process.

- Attention should be given to providing or facilitating some group experience for fellow residents of the participants' living unit, i.e. those who do not fall into the designed composition of the group.
- The use of a control group is suggested to control other variables which influence treatment and thus distinguish the effects of treatment.

Although all observations were subjective, and it is noted that the results may not stand up to analytical scrutiny, the mediating model appears to be a viable approach with incarcerated sex offenders.

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APPENDIX A

GUIDELINE

FOR

INTERVIEW WITH PARTICIPANTS

Part A

1. Now that the group program has ended, what would you say is your over-all opinion of the program?
2. As you think back over your time in the group, is there one thing that was really important to you?
3. As you think back over your time in the group, are there any disappointments about the group program?
4. What is your over-all opinion of the worker involved?
5. What are some things the worker did that were helpful in the group sessions?
6. What are some things the worker did that were not helpful in the group sessions?
7. Was the use of the Video Tape Recording equipment helpful? If so, in what ways?

Part B

1. Has the group experience had any effect on the way you get along with other people? If so, in what ways?
2. Would you say your attitude towards other people is the same or different since you attended the group? If different, in what way different?
3. Since your involvement in the group, would you say that you are the same or different in your sharing personal concerns and feelings with others? If different, in what way?
4. Would you say that you feel the same or different about yourself since the group experience? If different, in what way?
5. Has your involvement in the group had any effect on the way you think others see you? If so, in what way?
6. Since the beginning of your involvement in the group, have you made any

attempts to change anything about yourself? If so, what kinds of things and in what ways?

7. I understand that since the beginning of the group, you have had to face a number of problems, some of which involved some of the other guys living in P.C. In what ways did you deal with these problems? Was this the same or different from previous times?
8. How do you handle feelings such as being sad, angry or frustrated? Do you feel you handle these in the same way or in any way different since your involvement in the group? If different, in what ways different?
9. I understand that you had several group meetings when you discussed sexuality and communication. Could you tell me whether you feel the same or different about:
 - a. your relationship with your girlfriend or wife? If different, in what ways?
 - b. your attitudes towards women? If different, in what ways?
10. Has the group experience had any effect on your general knowledge of sexuality? If so, in what ways?
11. Since the beginning of the group, would you say that your understanding of what contributed to your committing the offence is the same or different? If different, in what way?
12. Would you say that you feel the same or different about your jail sentence since your involvement in the group experience? If different, in what way?
13. How would you approach a guard or your counsellor when attempting to discuss or change something of concern? Is this the same or different as compared to before your involvement in the group program?
14. Since the beginning of the program, would you say that the way you get along with friends or loved ones is the same or different? For example, do you find any difference in getting along with your girlfriend or

wife, mother, or some other loved one? If different, in what ways?

15. Would you say that the way you expect to get along with old and new friends, and with new employers, upon release is the same or different?

If different, in what ways?

16. In terms of what we've discussed, would you say that you are pretty much the same or that there has been some changes in you as a result of the group experience? If so, would you rate your change as high, medium or low?

17. Is there anything else you'd like to say about your group experience that we haven't talked about?

APPENDIX B

GUIDELINE

FOR

INTERVIEW WITH OBSERVERS

1. Based upon your present knowledge of the group program, what is your over-all opinion of the program?
2. Would you say that the participants' abilities to get along with others is the same or different since their involvement in the group program since November of last year? If different, in what way?
3. Would you say that the participants handle problems which occur in the same manner or in a different way since their involvement in the group? If different, in what way?
4. Would you say that the participants' attitudes towards their offence and their imprisonment is the same or different since their involvement in the group? If different, in what ways?
5. Would you say that the participants' feelings about themselves, as well as how others see them is the same or different since their involvement in the group? If different, in what ways?
6. Have you noticed any difference in the way the participants relate to guards, to their counsellor, and to other institutional staff (including yourself)? If so, in what ways?
7. Do you feel that the group program has had any effect on the Protective Custody Unit as a whole? If so, in what ways?
8. Do you have any comments on the effectiveness of the worker involved?
9. Are there any other effects of the group program which have yet not been discussed?
10. Is there anything else you'd like to say about the group program that we haven't talked about?

APPENDIX C

INTERVIEW
WITH
PARTICIPANTS

Interview with participant A

Karen: Okay, you just feel free to talk and say whatever you like. I think he's kind of counting on that.

A: Right.

Karen: Now that the group program has ended, what would you say is your over-all opinion of the program?

A: I think we need more of them.

Karen: You need more of them?

A: Yeah, I think we need more group programs. For several reasons.

One reason is that it helps pass the time down there. Another reason is that the thing I learned the most about it is, that I think I learned more about myself than anybody else, and I'm a little bit more outspoken. I learned maybe how to put your point across a little bit better and you learned to accept the other person's view as well. Not like so much as before, you know, talking to you about a subject, it was either I was right or you were right and there was no half-way measure. I think after listening to the other group guys talk, you know, neither one of us have to be really right, you can both be right.

Karen: You can both have opinions.

A: That's right, you both have a right to be right and a right to be wrong, instead of having our opinions and that's all.

Karen: So it's a favourable opinion over-all?

A: Yeah I'd say so.

Karen: As you think back over your time in the group, is there one thing that was really important to you?

A: Steve was important to us. He was important to us for just the leadership he showed us and that, not just in things involved in the group

as well as things outside the group he showed his leadership and so forth. How to go about approaching these things, you know, not just run in there like a wounded bull in a china shop. Go in there and approach these things sensibly and get what you're after.

Karen: Were there any specific sessions that stand out in your mind, anything you did in the group that you liked particularly?

A: Yeah, the three that stood out in my mind were the days the two women from the Rape Crisis Centre came down. Those really stood out in my mind because I was impressed by their open mindedness and so forth.

Karen: As you think back over your time in the group, are there any disappointments about the group program?

A: Yeah, there was a couple. Probably these disappointments would have been cleared up had we had longer to work on these things. I'd like to have seen more people from the outside come into the group. Those girls from the Rape Crisis Centre--that had to be the highlight of the whole group. I'd like to see more come in, people from Manpower Services and things like this, you know. I don't know what other groups or whatever, but I'd like to see more groups come in.

Karen: Yeah, I think that's what he's looking for--your ideas for improving it.

A: Yeah, there has to be a time for clowning around and a time for being serious. I'd like to get down to some points, you know, come in and let's have a topic to discuss and let's discuss this topic, stick on this topic and we all didn't have the same thing, we're getting at. We'd seem to wander off the topic we were talking about.

Karen: Okay. What is your over-all opinion of the worker involved?

A: Steve?

Karen: Yeah, Steve.

A: I think he's a terrific guy, I really do. I don't think there are too many like him that would come in and devote their time and so forth, you know, the way he is. I think he's just a wonderful person.

Karen: Okay. What are some things the worker did that were helpful in the group sessions?

A: Showed leadership for one. Uh, I think I answered it in that other question. The leadership and the things he showed us how to go about to approach the other problems that we might have, other problems concerning our being down there.

Karen: What are some things the worker did that were not helpful in the group sessions. Anything that could be improved upon?

A: No, I can't think of any.

Karen: Okay. Was the use of the Video Tape Recording equipment helpful?

A: Yeah.

Karen: In what way did you find it helpful?

A: Well, you could look back on it and you could see some of your own shortcomings. One of the ones most of us found is our tendency to wander off the subject. We all picked that up. I think another thing we picked up off it was that a tendency to fiddle around and that, you know, scratch your hair or where ever, you know. Couldn't describe them to other people. And, my own shortcoming that I have a tendency to talk too much. Oh my God. And I got off the subject-- a tendency to always wander off the subject.

Karen: And that helped you to?

A: Yeah, helped me, I don't think it corrected it, but at least I know where the problem is.

Karen: Has the group experience had any effect on the way you get along with other people?

A: I imagine that it does. I think it would have been a help if we had a group where you could involve the entire dorm down there. You know we first had our group pertaining to a certain number of individuals. I think it would have been helpful if we could get a group going that would involve everybody down there that would be interested in a group. Because sometimes there's a little bit of hard feelings because some guy that would have liked to come to the group couldn't come to the group, and I don't know if it would help us get along any better with them. The five of us that were in the group seemed to be getting close together, all five of us were quite close together, in the group and outside the group.

Karen: Would you say your attitude towards other people is the same or different since you attended the group?

A: It's different. I think now, like I say, I can listen to their point. Before I was a yakker, poor listener, and would listen with a closed mind. We'd talk about a point and I'd listen and listen to them and say that's nothing, you should have heard what happened to me. You know, it always seemed to be that I could go a step above them and that. Learned to listen to them a lot better, have to be able to improve in my own self.

Karen: Since your involvement in the group, would you say that you are the same or different in your sharing personal concerns and feelings with others?

A: I don't know. Probably about the same. I could always talk. I've always trusted people. It's always been a bad fault of mine. I've always trusted just about everybody. I've been burned a few times and then I get. I don't know if that's ever going to change. I'm just a trusting person by nature I guess.

Karen: Would you say that you feel the same or different about yourself since the group experience?

A: Imagine about the same. I might have helped my confidence. Some of the things we talked about in there kind of helped my confidence a little bit towards when I get out of here. Still haven't built up enough confidence in myself yet. I'm a little worried about what's going to happen when I get out and that you know.

Karen: Has your involvement in the group had any effect on the way you think others see you?

A: No, I don't think so.

Karen: Since the beginning of your involvement in the group, have you made any attempts to change anything about yourself?

A: Yeah, I've tried to be more tolerant of certain individuals down there. I've made an attempt to correct some of the mistakes that I saw in myself through the video tape, like wandering off the subject, talking too much and so forth.

Karen: I understand that since the beginning of the group, you have had to face a number of problems, some of which involved some of the other guys living in P.C. In what ways did you deal with these problems? Was this the same or different from previous times?

A: Well, I think we, there's one particular individual in the group who left and wanted to come back. We thought it was best that he didn't come back and he's still down there with us. And, I think we talk to him a lot more. Before we used to shove abuse at him and so forth. For awhile there, Steve convinced that, you know, try and talk to the fellow, try and make him see your side, show him some of the things that bug you, some of the goofy things he does. We showed him these goofy things, we tried to talk to him and everything else, and

he still does the goofy things, and we go right back to the old way again, you know. After listening this morning with one of the guys talking to him, mind you there's other guys which talk to him that aren't in the group, I just chose to ignore it. I'm in a position where I can't get involved in these things too much. But, we learned to talk a little bit more with one another and share our concerns and so forth.

Karen: How do you handle feelings such as being sad, angry or frustrated?

Do you feel you handle these in the same way or in any way different since your involvement in the group?

A: Is that a two part question? When I'm sad I cry. I'm not ashamed to admit that I cry when I'm sad or anything like that. I get depressed a lot, have a tendency to be quiet and sit and mope around and not do anything. I'm still in a depression right now because I don't know where I'm at, but what was the other part?

Karen: I think the thing that Steve is trying to find out is are you handling these things any differently than you were before? I think if being frustrated or being angry was a problem before, have you learned sort of skills or other ways of dealing with them?

A: I don't lose my temper very well. I don't get mad. I get depressed. I get sad, sad being away from my wife and family. I don't know how you can handle that any differently.

Karen: No, that's true. But I think sometimes people are socialized, if I can use the word, into thinking that women react certain ways and men react certain ways and things like that.

A: I guess women are supposed to cry when they're sad, and man is supposed to stand up and swallow his pride or whatever.

Karen: Yeah, but you didn't sort of go along with that before and it didn't

effect you.

A: No, I never really did agree with that, so I don't think there's anything wrong with a man crying. You get to the point where there's no sense in holding back instead of almost pulling the top of your head off.

Karen: Well, that's a natural and healthy thing.

A: I don't know if I handle that very differently though.

Karen: I understand that you had several group meetings when you discussed sexuality and communication. Could you tell me whether you feel the same or different about your relationship with your girlfriend or wife?

A: Yeah, we had a movie down there called just that, Sexuality and Communication. I saw the movie three times, saw it once in the group, once when he showed it to the rest of the dorm, and then we also arranged a showing, and he showed the film to my wife and the girls and myself. And, yeah, I think my outlook with my wife is different now. You know, I can never understand it, you know. I come home from work, I was entitled to be upset by everything else because I was working and had a job involved with the public. I was entitled to be upset but she hasn't got that right to be upset. She's my wife, that's what she's married to me for, to help me with my problems. And I think I changed an awful lot in that respect. I can listen to her talk now and can appreciate what she's saying a lot more now than I ever did in the past.

Karen: Has it also changed your attitude towards women in general?

A: Well, I don't think so, because I always was a bit of a male chauvinist at the best of times. I'm still inclined that way, anyway. What's necessarily good for a man is not necessarily good for a woman, eh?

Karen: Maybe, you're more aware of these things now?

A: Yeah, could be. Bit chauvinistic you know. For a man to get involved

in a relationship with a woman is fine, but for a woman to be involved in a relationship with a man, you'd have to be less of a woman. She isn't what you'd call a nice lady. I guess they've changed. I guess my views have changed a bit.

Karen: Okay, has the group experience had any effect on your general knowledge of sexuality?

A: No, I don't think so, aside from the film I saw on sexuality and communication, which changed my outlook.

Karen: Since the beginning of the group, would you say that your understanding of what contributed to your committing the offence is the same or different? I think he's talking about the circumstance.

A: Could you read that one over again.

Karen: Okay, since the beginning of the group, would you say that your understanding of what contributed to your committing the offence is the same or different?

A: I think it's probably about the same. I've got a pretty good idea of what led me to committing the offence in the first place. I've learned through the groups, I've learned to understand myself a lot more. I had my ideas as to why I committed the offence, and I still have pretty much the same ideas as before I came in. I imagine that they would have to be pretty well the same.

Karen: Would you say that you feel the same or different about your jail sentence since your involvement in the group experience?

A: Oh, about the same. I've always felt I got off very lucky. It could have been a lot worse. Doing the time I'm doing here, you like to complain about it and everything else, and I wish it was over and everything else, but I was lucky to get the sentence I got.

Karen: How would you approach a guard or your counsellor when attempting to

discuss or change something of concern?

A: I wouldn't approach my counsellor. (laughter) I'd like to really go to him and talk. If there's a problem, we're having a problem right now, I'd like to go to him and talk, first talk. Tell him what's bugging me and get it off my chest and I would like him to sit and listen and be objective. Not sit there with a closed mind and have his mind made up before you even got into the room with him. It's unfortunate the counsellor we've got—he doesn't fit that packet at all. We very seldom even see him and he seems to have preconceived ideas in his mind as to what we're doing, problems and everything else. So when we talk to him, nothing we say or do changes his feeling. He's got that impression made on his mind and that's where it's going to stay. But I'd like to be able to go to him and talk to him, just sit down and talk. Tell him what's bugging me, get it off my chest and then say, okay now, have you got any other suggestions? What can we do to relieve this problem or whatever?

Karen: Well, supposing you were approaching a guard about a concern, how would you go about it?

A: I'm on a friendly basis with all the guards down there now. I talk to them all the time. If I've got a problem, just tell him what it is. The guards are really different than a counsellor. The counsellor is the one you should be able to talk to. He's the one you should be able to go to about your problems and so forth. Not the guards. I don't think they're trained for that sort of work and that.

Karen: The way you approach them, is this the same or different as compared to before your involvement in the program?

A: Probably different. Before, if I had a real pressing problem, and part of the reason why I am here is that I have a lot of family

problems at home, mainly between my wife and myself. And we know, I know that we needed marriage counselling and neither one of us. Our communication between my wife and myself was so dammed rotten that I never needed marriage counselling. I wouldn't seek it because I thought if I went to her with that, she'd just laugh me down and she wouldn't come. And I wasn't aware of it till the time I got here, and she said to me that she's been talking with a person. She was telling this person how terrible our marriage was and she said why don't we seek marriage counselling. Then she said I would like to go but I know "A" wouldn't go, you know. So we both had the same idea and everything else and neither of us would make the first step. So now we both get each other to talk more and so forth. We need help, so let's ask for help. I don't know if this has come out of the group or not. A certain amount of it would have come out of the group for myself. Let's get that help--it's nothing to be ashamed of. You know, you're not to be ashamed because you can't manage all your problems. If there's a problem, let's get the help. Why beat around the bush.

Karen: Since the beginning of the program, would you say that the way you get along with friends or loved ones is the same or different?

A: Pretty well the same.

Karen: You were saying a little earlier, though, that you learned to communicate better.

A: I've learned to communicate with my daughter a lot, talk more.

Karen: He's got an example here. For example, do you find any difference in getting along with your girlfriend or wife, mother, or some other loved ones? If different, in what ways different? I guess you've answered that.

A: Yeah, we received some counselling as well by my counsellor at the times when we were getting along with him and that. So, it's hard to distinguish whether it's because of the counselling from our counsellor or through the groups that a lot of the changes. But, I would imagine that some of it would come from the group itself.

Karen: Would you say that the way you expect to get along with old and new friends, and with new employers, upon release is the same or different?

A: I don't know. I don't know how I'm going to get along with friends and loved ones and that. That's my biggest concern right now. You know, what's going to happen. That's the one thing that I would perhaps have liked to have seen, have some future, some prospective employers come in to talk with us. Or, someone from Manpower, find out how we'll be.

Karen: In terms of what we've discussed, would you say that you are pretty much the same or that there has been some changes in you as a result of the group experience?

A: I'm a whole lot wiser I think. I've learned to handle some problems a little better. I'm a whole lot wiser and that's an accumulation of things. An accumulation of being in jail, just being here, and experiencing, being in this group and so forth, and learning to listen. I think that's got to be the biggest thing there, understanding more about myself. Being able to listen. Being able to sit down with a group of fellows with an open mind and listen to their side of the story. And expressing my side and not having to be a victor everytime I'm discussing.

Karen: If you were rating this, how would you rate it--as high, medium or low?

A: High.

Karen: High, okay. Is there anything else you'd like to say about your group

experience that we haven't talked about?

A: No, I think you covered it pretty good. Just that I'd like to see it carried on and have some more groups.

Karen: You'd like to see it carried on?

A: I'd like to see Steve come in and carry it for a bit longer too, you know.

Karen: You're putting your plug in for him?

A: Oh yeah, a really wonderful guy.

Karen: Okay, well, I think that about covers it. Thank-you very much.

A: Okay.

Interview with participant B

Karen: Now that the group program has ended, what would you say is your over-all opinion of the program?

B: I think from the beginning it was okay. It was good for us to talk to and that. Somebody to listen to our problems and that. We had a lot of topics more or less to talk about.

Karen: So it's favourable over-all?

B: Yeah.

Karen: As you think back over your time in the group, is there one thing that was really important to you?

B: Yeah, communicating.

Karen: Were there specific sessions that stand out in your mind maybe more helpful than others?

B: Uh, the few we had the video tape machine, the topics we had there. And also, the Rape Crisis Centre came down. Those were the best ones, with the girls and that.

Karen: As you think back over your time in the group, are there any disappointments about the group program?

B: Uh, yeah. Sometimes we'd get sidetracked. I guess Steve didn't have a hard hammer or whatever you want to say. He didn't keep us in line, you know, onto one topic.

Karen: Are there any improvements you'd see for the over-all program, like other kinds of things that could be incorporated into the program?

B: With us guys?

Karen: Well, like you were saying things like having those girls from the Rape Crisis Centre and the video equipment. Are there other things that you think might improve it?

B: I don't know how to answer that.

Karen: What is your over-all opinion of the worker involved?

B: I like him.

Karen: What are some things the worker did that were helpful in the group sessions?

B: He taught us how to communicate and speak freely. And how to set up a lot of planning.

Karen: What are some things the worker did that were not helpful in the group sessions? Do you see some things that could be improved upon?

B: Oh, improved upon.

Karen: That Steve did or might not have done? Things like that.

B: Just sometimes about the topics, you know. Like sometimes they weren't that good. Some of them were games. That's just for myself, though, I hate that. Some of the games we had to play, I didn't think that was necessary.

Karen: Okay. You've already answered this, but I'll ask you anyway. Was the use of the Video Tape Recording equipment helpful?

B: Yeah.

Karen: In what way?

B: It pointed out our bad and good. Our bad points like me moving around quite a lot, biting my nails all the time, swearing. I stopped swearing a lot more now, now that I noticed it.

Karen: You were doing it, and you didn't realize it.

B: Yeah, and I'm always moving around, you know, when I'm comfortable and that.

Karen: Has the group experience had any effect on the way you get along with other people?

B: Yeah.

Karen: In what way?

B: I can take another person's point of view. I'll listen to him. If he says something I won't believe him, but I'll give him a chance to say it and have his point of view on it.

Karen: Okay, would you say your attitude towards other people is the same or different since you attended the group?

B: The same.

Karen: Since your involvement in the group, would you say that you are the same or different in your sharing personal concerns and feelings with others?

B: Yeah, I'm different. I share a lot more of myself.

Karen: Would you say that you feel the same or different about yourself since the group experience?

B: Feel different.

Karen: How?

B: Uh, I used to think of myself as low, I used to knock myself down quite a bit. Now that I found that I'm not really that bad after all.

Karen: Has your involvement in the group had any effect on the way you think others see you?

B: Uh, I don't know. I'm not sure.

Karen: Do you understand the question or just don't know?

B: Yeah, I'm just not sure.

Karen: Kind of a hard one. Since the beginning of your involvement in the group, have you made any attempts to change anything about yourself?

B: Yes.

Karen: What kinds of things and in what ways?

B: Uh, my behaviour. I act more mature now. I used to fool around a lot down there. My language. That's the two main things.

Karen: I understand that since the beginning of the group, you have had to face a number of problems, some of which involved some of the other guys living in P. C. In what ways did you deal with these problems? Was this the same or different from previous times?

B: Was different.

Karen: Different, what kinds of things happened?

B: Uh, I learned to talk to people. Like if something bugged me, like one of the guys bug me. Before I'd just sit there give him a slap or go away. Now I'll just talk to him and tell him what I don't like about him. Then give him a slap and tell him to go away. (laughter)

Karen: How do you handle feelings such as being sad, angry or frustrated?

B: How do I handle them?

Karen: Yes, how do you handle them?

B: Sometimes I'll talk to somebody. If it's too personal, I'll just keep it to myself.

Karen: Do you feel that you handle these in the same way or in any different way since your involvement with the group?

B: I think the same way.

Karen: The same. I understand that you had several group meetings when you discussed sexuality and communication. Could you tell me whether you feel the same or different about your relationship with your girlfriend or wife?

B: Lot different.

Karen: Different in what ways?

B: Uh, I learned to listen to her. See how she feels about some things whatever I never knew before. Like the show we seen, that Steve brought, showed a lot of different things about my girlfriend and myself. I understand more of her problems and that.

Karen: And what about your attitude to women in general?

B: Has it changed or the same?

Karen: Yes.

B: It's changed.

Karen: In what way?

B: I put them on a higher pedestal than I did before.

Karen: Has the group experience had any effect on your general knowledge of sexuality?

B: Yes.

Karen: In what way?

B: I won't answer that. (laughter) I don't know how to answer that.

Karen: Okay, just, say generally speaking, do you feel that you have an increased knowledge?

B: Yeah, an increased knowledge, yeah.

Karen: Do you feel more comfortable about certain things?

B: Yeah, yes.

Karen: Okay, since the beginning of the group, would you say that your understanding of what contributed to your committing the offence is the same or different?

B: I didn't get that.

Karen: I think what he's looking for is like what were the contributing factors to your committing the offence and do you have a better understanding of the contributing factors?

B: Oh yes I have.

Karen: You do. Okay, would you say that you feel the same or different about your jail sentence since your involvement in the group experience?

B: I just feel different about it.

Karen: In what way?

B: I got the time I deserve I guess. Before that I thought I got too much time, but now I guess that society has a right to give me as much time as I got.

Karen: How would you approach a guard or your counsellor when attempting to discuss or change something of concern?

B: How would I do it?

Karen: Yeah, if you had something that was bothering you or concerning you, how would you approach them? Would you approach them?

B: I'd approach them and probably come right out with it. If we were alone, I'd come right out and tell him what was on my mind.

Karen: Is this the same or different as compared to before your involvement in the group program?

B: Different, never talked to my counsellor before.

Karen: I see. Since the beginning of the program, would you say that the way you get along with friends or loved ones is the same or different? For example, do you find any difference in getting along with your girlfriend or wife, mother or some other loved one?

B: Yes, I'd say different.

Karen: In what ways?

B: I'm a lot closer to my family now. They're a lot closer to me. We brought up a lot of the stuff we had in the meetings that we talked about my family and that, and which brought more communication between me and my family.

Karen: Would you say that the way you expect to get along with old and new friends, and with new employers, upon release is the same or different?

B: Uh, different.

Karen: Different, in what way?

B: I think I know a little bit more about what's happened to me.

Karen: It's kind of hard to know exactly.

B: Yeah, it is.

Karen: The way they're going to react to you and the way you'll react to them. You have a certain feeling about things.

B: Yeah, right.

Karen: Okay, in terms of what we've discussed, would you say that you are pretty much the same or that there has been some changes in you as a result of the group experience?

B: Changes, yeah, there was changes.

Karen: If so, would you rate your change as high, medium, or low?

B: Uh, high I guess.

Karen: Is there anything else you'd like to say about your group experience that we haven't talked about?

B: I like groups. I think that groups are good and that. They don't have enough of them around here. Steve was the only guy for group that we had. I think groups are a good thing, especially if guys are away from home, close to court or something like that, they could talk about their frustrations, what makes them angry and that.

Karen: Okay, I guess that's about it. Thank-you.

Interview with participant C

Karen: Okay, I'm following an outline of questions here, but if there's something you don't understand, just tell me. Feel free to just speak at length. Any questions or anything like that.

C: No, not really. I got a good idea of what it's all about.

Karen: You've got a good idea of what it's all about.

C: Yeah, about the meetings we had.

Karen: Now that the group program has ended, what would you say is your over-all opinion of the program?

C: Over-all opinion. It was very good for me.

Karen: It was.

C: I found it beneficial. It's just too bad that it is over because I feel it should go on so that other people get to come.

Karen: So it's a favourable opinion?

C: Oh yeah, I learned quite a bit about myself, and I could have maybe changed quite a few things if I just looked at it in a different outlook on life.

Karen: As you think back over your time in the group, is there one thing that was really important to you?

C: Yeah, those meetings. From Vaughan Street, a fellow is alone. So I was kind of leary at first to join that group because that's the way I always was. It was quite a change. I finally changed myself after joining. Be able to express myself better and feel more free with people, eh.

Karen: So, you establish relationships with people very easily.

C: Yeah, better. I feel better for the time when I'm going to get out on the street.

Karen: Right.

C: Feel better with people, get out and join a group or something.

Karen: As you think back over your time in the group, is there one thing that was really important to you?

C: No, none that I can think of off hand.

Karen: Are there any things which you think might improve a program like that, any additional things that might have been?

C: Only thing I can only really say is that would be beneficial to the group would be is to hold it in a different area, so that there would be a different atmosphere to it.

Karen: Do you mean inside or outside?

C: Well, I would imagine that it would still be held in the institution all right, but maybe in a different area. The particular area we were in was too much bother in getting the guards to come and open the door when you have to go and use the washroom, and this kind of thing. And you'd just get talking and someone would have to leave to go to the washroom, and kind of throw us off track a number of times. We'd have to wait for that person to come back to start the meeting again. Be better in a different area where there's facilities. You'd just have to go there and come back a lot quicker and there would have been a better response.

Karen: What is your over-all opinion of the worker involved?

C: As far as I'm concerned, this is the first group I've been in. As far as I'm concerned, he did a very good job. Only one thing he'll have to learn, what we've always joked with him before, he'll have to try and keep a little more control of the group, not to let us wander off, eh.

Karen: What are some things the worker did that were helpful in the group sessions?

C: For one thing, his bringing those couple ladies from the Rape Crisis Centre was a really big help. It gave us all a different outlook on their job and why their people feel towards a particular kind and what not. And I know that you just don't go up and down as if we were animals. Like I said to the, well, if a person is supposed to be so sick and goes out and does a crime like this, as far as I'm concerned anyway, if a person is sick, then he shouldn't be here in the first place. He should be someplace where's he getting the treatment. He should be getting the kind of help from a counsellor, which we don't get.

Karen: So you think that Steve was.

C: Steve was more of a counsellor to me as far as I was concerned than what we have now.

Karen: Yeah, he helped you counselling wise and also got out and got some resources from the community.

C: Right.

Karen: Okay, what are some things the worker did that were not helpful in the group sessions?

C: I can't think of anything.

Karen: Can you see any improvements in, you know, just in the way he handled the group? One of the things you said a little bit earlier is just sort of keeping a closer reign on things and trying to control or direct the process.

C: Yeah, well this is an opinion that was given. Because, you know, he's the type of person that won't hassle you. I'm doing this, well tell me because I've come here to learn from this experience so I can carry it over to another group. I may not have this problem.

Karen: But it sounds like this is the only thing that you've already told

him about?

C: Yeah, well I guess I repeated myself on that question.

Karen: Was the use of the Video Tape Recording equipment helpful?

C: Yeah, I found it helpful. At first, I didn't even want to be on that camera. I refused to be on the camera. Well, we always sat in a circle and I'd always had to sit on the edge of the circle, so the only part of me that the camera would catch is my feet. (laughter) Well, that was a good experience. Then after the second or third time, I wasn't part of the group as I should have been, you know, participating. Then we'd tape it and it was good when you'd play it back, and hear what you said in the meeting. Then you could play it back, you could see it in different ways.

Karen: Right, so you learn things.

C: Oh yeah.

Karen: About yourself?

C: Learned things about myself that I never saw before. I'm jiggidy, I was. In that sense, I might have said differently, after I thought about it and put a little thought into it.

Karen: Has the group experience had any effect on the way you get along with other people?

C: Yeah, I would say for the majority, we tried to get along with the people more so now than we did before. Before we just, I'm here to do my time. That's what I thought at that time, I'm here to do my time the best way I can. And I don't care about others being nice to me. I think I find myself getting along with people better.

Karen: Would you say your attitude towards other people is the same or different since you attended the group?

C: No, I'd say it was different. There's a lot of things that I would

have done a hell of a lot differently, if, you know, I had, so to speak, this opportunity before.

Karen: Since your involvement in the group, would you say that you are the same or different in your sharing personal concerns and feelings with others?

C: No, I'm not the same way. I told everybody lots of things. Of course I wouldn't say everything in the meetings, anyway. I'm not that trustworthy to anybody but myself. But I have shared a lot more during these meetings, I bet you, than on the street, I would never have.

Karen: Would you say that you feel the same or different about yourself since the group experience?

C: I would have to say I'm a changed person. Least I like to think that I am anyway. To be able to go out there, like I said earlier, to be able to be with people more, maybe that's what I needed, son of a bitch. Instead of being sheltered all the time, get out there and meet people and do different things. It'll stop me from my drinking too.

Karen: Has your involvement in the group had any effect on the way you think others see you?

C: Yes, having Steve come down was a different thing for more people to see us at least. To talk to us, calm down, share a little of his time with us and bringing the people down. And getting those people from the Rape Crisis Centre, talk to them, getting the thing involved. He helped us get the right approach in how to go to our counsellor and getting that field trip which we just had yesterday. More or less, how to negotiate for things, eh. Generally, I'd just come up and say, are we gonna get it or ain't we going to get it, that type of thing. Naturally, there's always a different approach, and he showed us that

different approach. You know, maybe that thing will help me.

Karen: Okay, since the beginning of your involvement in the group, have you made any attempts to change anything about yourself?

C: Change. There's a lot to learn.

Karen: In a way I think you've kind of answered this particular question in the others.

C: Yeah.

Karen: I understand that since the beginning of the group, you have had to face a number of problems, some of which involved some of the other guys living in P. C. In what ways did you deal with these problems? Was this the same or different from previous times?

C: I guess you're pertaining to people cracking up. Way it works is we see if there ain't no other way of getting out of it or what is the disability you have type of thing. I wasn't in really since the beginning. There was one person there that I just couldn't hack. So after he dropped out, I joined. This was about six weeks after. You know, I let people think what they want, but I would never have joined if it weren't for a gap. Hopefully, it will be a good experience for me.

Karen: Did you feel after being in the group that you are able to handle things like this differently? Like something before you were just avoiding?

C: Contact, yeah.

Karen: And do you feel that you can contact people more?

C: I think I can, I try. That's the main thing.

Karen: So you feel more confident about it?

C: Yeah, I do definitely feel more confident.

Karen: How do you handle feelings such as being sad, angry or frustrated?

Do you feel you handle these in the same way or in any way different since your involvement in the group?

C: I don't know what to answer to that. When I get tired of the institution, I try hopefully, to never get into that position. It's too hard to do time in that type of atmosphere.

Karen: Well, just say just general feelings that are forced around. Like feeling really sad or feeling really angry or frustrated, how did you use to handle that sort of thing? What did you do?

C: I would probably try and break something.

Karen: Break something.

C: Get mad, probably end up in the hole. Get a whole reaction.

Karen: Do you still do that?

C: No.

Karen: What do you do now?

C: I've really haven't run into any of those particular problems that you said, and so I couldn't really give you an honest answer there.

Karen: Okay, I understand that you had several group meetings when you discussed sexuality and communication. Could you tell me whether you feel the same or different about your relationship with your girlfriend or wife?

C: Might be a little bit more open I guess.

Karen: So you might be able to communicate a little more?

C: Oh yes, I would imagine it would be helpful from what we talked about in the groups, and that.

Karen: Okay, and has it affected your attitude toward women in general?

C: It continues the same question.

Karen: Yeah, do you want me to repeat it again?

C: No, I guess it happened to a certain extent here.

Karen: In what way?

C: Well, I know a little bit more about what I'm talking about, from both sides. Instead of looking at just one side of the thing, there has to be two sides to it.

Karen: Has the group experience had any effect on your general knowledge of sexuality?

C: On that part, I knew quite a bit about it already. This is not my first time on being in jail, and I know about sex in the joint.

Karen: So you don't really feel that that has changed?

C: Oh, there were a few things I didn't know off hand, you know. I just can't think of them right now.

Karen: Since the beginning of the group, would you say that your understanding of what contributed to your committing the offence is the same or different?

C: Oh, I think it's different now. Talking about having these group meetings, we'd be hearing another particular individual talking about rough gangs and what not. Just one thing, I don't think a person just goes out and does the offence because of one thing, to satisfy sex. There's so many different things involved. How is your family life, how he's getting along before. Things like this, the pressure builds up and suddenly something happens. Like I said, this and this goes bang, just on the spur of the moment.

Karen: Yeah, and this is something you didn't realize before?

C: No, I had very poor communication with my family.

Karen: Would you say that you feel the same or different about your jail sentence since your involvement in the group experience?

C: Yeah, I can understand a bit more. I was pretty bitter when I first got sentenced. I didn't think I should have got any time, period, at

all. I still think that I shouldn't have gotten as much time as I got. I look at both sides now. There's not much point looking back at what I got. Reminds me of how juiced I was that time. But like the judge says, that's no excuse, which is true. If I was to see her on the street now, I wouldn't know if I should talk to her or take off. She may be scared of me, but she has no reason to be scared of me at all. She should have no fear of me whatever. I intend on talking to her.

Karen: How would you approach a guard or your counsellor when attempting to discuss or change something of concern?

C: Well, that's another thing about the way our group has changed me. My way of thinking, the way I'd go about it now, after having been in the meetings, as compared to before, more or less. Before, he'd let us know the answer or it's no. If I could give you an example. Well, we had this particular individual in our particular area, and as far as I was concerned, he was crackel-barrow. Generally, before we had these meetings I'd go and say we have a crackel-barrow in here, which is sure to have boscht it. Now, we found putting things that way just doesn't work. There naturally has to be a particular approach to him, so we used an approach that we learned through the meetings. Though it didn't do too much, it helped a little bit.

Karen: So you would plan things out?

C: Plan instead of come right out, zap.

Karen: Since the beginning of the program, would you say that the way you get along with friends or loved ones is the same or different? For example, do you find any difference in getting along with your girlfriend or wife, mother, or some other loved one?

C: Well, I don't have a girlfriend coming here. The only one that comes

is my mother, and I don't really find any difference with her. Of course, mothers are mothers, and her lad could be the rottenest barrow, and she'd still stick up for you.

Karen: So you were pretty much on your own before you came in here. You didn't have any close family?

C: Yeah.

Karen: Would you say that the way you expect to get along with old and new friends, and with new employers, upon release is the same or different?

C: That's hard to say. Have to wait till I get out there and find out what it's really going to be like. It's easy to sit in here and say, well, everything is going to be hunky-dory, but when you get out there, it could be a whole different ball game. Just wait and see I guess.

Karen: Yeah, it's such a fifty-fifty thing.

C: Right, getting out is easy, but getting out there and meeting new people can run into complications. You have to tell them you've been in jail, have to sit and figure out what different approach to use.

Karen: Do you feel more confident to deal with people now?

C: I'm more equipped now than I was ever before.

Karen: Okay, in terms of what we've discussed, would you say that you are pretty much the same or that there has been some changes in you as a result of the group experience?

C: I have to say I'm not the same person that came in here. As far as I can consider, I'm gonna be a different person because of this.

Karen: How would you rate your change—as high, medium or low?

C: I'd hope to figure that it was high.

Karen: Okay, is there anything else you'd like to say about your group experience that we haven't talked about?

C: I'd only like to say I hope, like I said a little earlier, I hope

somehow that they can be continued for other people coming here. Maybe get the experience like Steve did and let the other guys in here benefit the same way that I did. If they go about it even at least half serious about it, these people won't come out as losers.

Karen: Right. Okay, well that's it. Thank-you.

Interview with participant D

Karen: I'm going to follow an outline of questions. Feel free to talk as much as you like about any of the questions. Now that the group program has ended, what would you say is your over-all opinion of the program?

D: What you mean?

Karen: Well, how do you feel about the program?

D: It was okay.

Karen: It was okay.

D: It was fine.

Karen: As you think back over your time in the group, is there one thing that was really important to you?

D: Oh yes, it was important.

Karen: What sort of things did you like about it?

D: Well, we be able to come together in our group and talk what was wrong, or what was each one. We come together.

Karen: So it was talking.

D: Yeah.

Karen: Were there specific group sessions that you enjoyed more than others? That you found more helpful than others?

D: How long time here, the group altogether with Steve, was good.

Karen: Steve was good then.

D: Yeah, that's the only one I like.

Karen: Okay, as you think back over your time in the group, are there any dissappointments about the group program?

D: No.

Karen: Are there anything you think that were missing? Any things that maybe

could have improved upon.

D: No, I don't think so.

Karen: You don't think so. Because Steve is looking for ideas.

D: Yeah, I know, I know. Everything was right.

Karen: What is your over-all opinion of the worker involved?

D: Pardon-me.

Karen: What is your over-all opinion of Steve? What kind of job did he do?

D: Who me?

Karen: No, Steve.

D: Yes, he do good job. Steve, yeah, correct.

Karen: What are some things the worker did that were helpful in the group sessions?

D: He did lots. We go out for the pass, things like that. He helped us with that. And other sessions okay, what we doing here, like that.

Karen: Helping you out in day-to-day things?

D: Yeah.

Karen: Is there anything else?

D: Was anything wrong, like P.C. here. Because then he go to Smith and tell him that's no right and he talk like that.

Karen: So he helped you to deal with some of the people here?

D: Yeah, that's right.

Karen: Okay, what are some things the worker did that were not helpful in the group sessions?

D: Everything helpful. It was okay.

Karen: Were there other things he could have done maybe?

D: No, he can't do other things now. He do enough. He can't do more like he do.

Karen: Was the use of the Video Tape Recording equipment helpful?

D: What you mean?

Karen: That machine, like a television machine or something?

D: We have that too, yeah. That was pretty good.

Karen: Yeah, how did you find that it helped?

D: That's hard. Because we joined up and we watched after the picture.

Karen: So you learned things?

D: Yeah.

Karen: Okay, has the group experience had any effect on the way you get along with other people?

D: No, it was okay.

Karen: Before the group, did you maybe have trouble talking with other people or did you learn new ways of talking to other people?

D: Yeah, I learned a lots with that. Because when I come here I was mad all the time. Somebody ask me something, like for a joke or something I get mad right away. I want to fight right away. As soon as I go to that group, you know, it helped me with, I don't know. I don't mind somebody make joke of me or anything, everything is okay.

Karen: So you maybe you understand a little bit more?

D: Yeah, that's help, yeah.

Karen: Okay, would you say your attitude towards other people is the same or different since you attended the group?

D: No, say different.

Karen: It's different. How is it different?

D: Lots of difference. We come together in the group and we discuss from them people too, how they deal it, and that's help.

Karen: So you made friends?

D: Yeah.

Karen: You could talk to people more?

D: You can talk more to the people. You don't mind what you say to the people, what they laugh, you know.

Karen: Okay, since your involvement in the group, would you say that you are the same or different in your sharing personal concerns and feelings with others? I think you've kind of answered this one already.

D: Yeah.

Karen: But you feel you can open up more?

D: Mine personally? My change? About the person, I can't.

Karen: You can't.

D: No.

Karen: Do you have trouble talking with people about your personal problems?

D: Not really trouble. Like my trouble is they just put me here just for nothing. If somebody, like people talk something bad of me, everybody get mad eh. I don't want people to talk against me, they see everything and there's no difference. Steve helped lots on this. He don't bother any more.

Karen: Okay, would you say that you feel the same or different about yourself since the group experience?

D: Oh, different.

Karen: And how do you feel different?

D: Like more, when there was group, we more together and feel different. Like we found out different way.

Karen: So, you can talk more?

D: Yeah, can talk more to each one.

Karen: See things in a different way?

D: Yeah.

Karen: Is that what you mean?

D: Yeah.

Karen: Do you feel more confident about talking to people?

D: Yeah.

Karen: Has your involvement in the group had any effect on the way you think others see you?

D: No, not much.

Karen: Since the beginning of your involvement in the group, have you made any attempts to change anything about yourself?

D: Yes, I changed, yeah.

Karen: How? In what way?

D: Like I say before, for talking I have changed lots.

Karen: Okay.

D: That's helped lots.

Karen: So, it kind of sounds like this was the one thing you wanted to do, that is, to be able to talk to people more.

D: Yeah.

Karen: That was the thing that was important to you, eh? Is that right?

D: Yeah.

Karen: Okay, I understand that since the beginning of the group, you have had to face a number of problems, some of which involved some of the other guys living in P.C. In what ways did you deal with these problems?

D: Well we come in the group together and we talk. We ask what we gonna do to them. And after we come back and then maybe talk to them too. It's gonna be like this, that's it.

Karen: So that was different than before?

D: Yeah, yes.

Karen: Before you were in the group, what would happen?

D: Well, I was not very long here before. I was only here about two week

before the group start. Soon I come here, Steve take me right in.

Karen: How do you handle feelings such as being sad, angry or frustrated?

D: I not angry.

Karen: If you ever do get angry, sad or frustrated, how do you handle these things? What do you do when you get sad, or angry, or frustrated?

D: I don't know.

Karen: It's a hard one, eh.

D: Yeah, I don't get angry or that, I don't think so.

Karen: You don't. Do you get sad or depressed sometimes?

D: No, I no depressed. I don't believe and mind. Just.

Karen: You're easy going.

D: Yeah, I don't care.

Karen: So there's nothing really different in that area?

D: No.

Karen: I understand that you had several group meetings when you discussed sexuality and communication. Could you tell me whether you feel the same or different about your relationship with your girlfriend or wife?

D: Yeah, a little bit of difference. Sometimes we watch movies in the group, can get movie there. Lots of different kind of, you know.

Karen: So you learned different ways to do things?

D: Yeah, different.

Karen: Maybe different attitudes about things?

D: Yeah.

Karen: And what about your attitude towards women in general? Is that different than it was before?

D: Yeah. It was different, yeah.

Karen: What sort of ways is it different?

D: Like we have it in the movie they show everything, you know. Which way you got to go with women, like you do very gently and that's everything.

Karen: So you learned from it?

D: Yeah.

Karen: Okay, has the group experience had any effect on your general knowledge of sexuality?

D: No.

Karen: You didn't learn any more about sexual matters? Relationships?

D: No.

Karen: Since the beginning of the group, would you say that your understanding of what contributed to your committing the offence is the same or different?

D: It's different.

Karen: It's different. How? In what ways is it different?

D: I don't know how to say that.

Karen: It's difficult to answer some of these questions.

D: Yeah.

Karen: Well, can you identify the circumstances or the things that led to committing the offence?

D: I don't understand.

Karen: Like, the situation before you committed the offence.

D: I don't know what that is.

Karen: You don't know what that is, but were there other things involved that may have, you know, been pressure on you?

D: No.

Karen: Making you feel.

D: No, no pressure.

Karen: There was nothing else happening?

D: No.

Karen: So, do you understand better why you committed the offence?

D: Yeah.

Karen: You do understand better?

D: Yeah.

Karen: In what way do you understand better?

D: Oh, I understand. Like that meeting we have over there. We learned lots, you know. Start to know everything.

Karen: So you learned more?

D: Yeah.

Karen: Okay, would you say that you feel the same or different about your jail sentence since your involvement in the group experience?

D: Different, yeah.

Karen: Different. In what way?

D: Well, I no never in a jail before. That's first time in a jail. It's different, yeah. I know how the charge is going on, everything for which way better. That's a big thing.

Karen: Did you have a clearer understanding of what was going on?

D: Yeah, oh yeah.

Karen: Sometimes, it's difficult if you speak another language.

D: I understand English very good now. But I can speak to somebody, not everybody.

Karen: Yeah.

D: It's very hard.

Karen: I had to learn a new language, so I know what it's like and when you learn a new language.

D: Yeah, I can speak five languages altogether.

Karen: Five.

D: Yeah, five.

Karen: That's pretty good. And you speak English really good.

D: Yeah, that's not much.

Karen: What languages do you speak?

D: Well, German. I speak a little bit Italian. Yugoslavian, Ukrainian, Russian.

Karen: Those are hard languages.

D: No, not so hard.

Karen: I speak French, and I can't understand Italian at all, and they're very close.

D: I'm from Yugoslavia, and they have a difference. I learn from the people there. In Austria, Germany, I learn from the people.

Karen: Did you live in those countries?

D: No.

Karen: Oh, you didn't. Because, sometimes it's easier when you go and live there for awhile.

D: Steve was tell you. From Yugoslavia, I go to Germany, from Germany I go to Canada. I live lots of world.

Karen: How would you approach a guard or your counsellor when attempting to discuss or change something of concern?

D: I have before lots against Smith.

Karen: He's your counsellor?

D: He's my counsellor, I want sometime a phone call. He no give me a phone call. One time it was personal. Very urgent I need a phone call. Four or three months ago. And he don't want to give me telephone call and I lost everything. I lost all my family, everything. If I at least had phone call for one minutes, everything be okay.

That's the way our counsellor is.

Karen: Was there something in the way you were trying to get this phone call was a problem?

D: Yeah.

Karen: And did you learn a new way to deal with that sort of thing? Like if you wanted to do that now, if you.

D: No, it's too late now.

Karen: Yeah, but supposing something else happened, and you wanted to make a phone call now. Do you think you'd be able to deal with Mr. Smith a little bit better?

D: Oh, he's okay now. He's okay.

Karen: Now you've developed a better understanding with him?

D: Yeah, oh yeah.

Karen: Do you think that this had anything to do with your involvement in the group program?

D: Not with the group.

Karen: How do you think you're working better with him? How come?

D: The group, yeah. That was changed everything, when I go to the group and we do everything together.

Karen: And this you learned to talk to him better, is that it?

D: Yeah.

Karen: I see. Since the beginning of the program, would you say that the way you get along with friends or loved ones is the same or different?

D: Different.

Karen: It's different. How is it different?

D: More friendly.

Karen: More friendly.

D: Yeah, friends with everyone.

Karen: Would you say that the way you expect to get along with old and new friends, and with new employers, upon release is the same or different?

D: Different. Get along with everybody.

Karen: So you think you'd be able to get along with people?

D: Oh yeah.

Karen: Better than before.

D: Oh yeah.

Karen: In terms of what we've discussed, would you say that you are pretty much the same or that there has been some changes in you as a result of the group experience?

D: Change in me, yeah. Change.

Karen: How would you rate this change? Is it a high medium or low?

D: Well, very high change, lots change.

Karen: This is the last question. Is there anything else you'd like to say about your group experience that we haven't talked about?

D: No.

Karen: You think we've talked about everything.

D: Yes.

Karen: Thank-you very much. It was very nice meeting you.

Interview with participant E

Karen: I have to follow an outline here, but as I say if there is anything that isn't clear, you tell me, and I'll try and make it a little more clearer if I can. Okay?

E: Okay, sure.

Karen: Now that the group program has ended, what would you say is your overall opinion of the program?

E: I think it went over pretty good. Really well. When I was going to them meetings, I went to St. Paul's High School, just in Charleswood. And, I went there for a talk, eh. And I would have never done that before I went to them meetings. Because Steve knows me. And I didn't think I could do it. After those meetings broke up, and I went down to that St. Paul's there, and it was just like I had done it before you know. Those kids are asking me questions and everything about jail, and that, you know. And I'd answer them. I don't know, I just talked.

Karen: So it really helped with confidence.

E: Yeah, it really did. Really helped me a lot.

Karen: As you think back over your time in the group, is there one thing that was really important to you?

E: Not really.

Karen: Were there any particular meetings that stand out in your mind that might have been more helpful or more informative than other meetings?

E: Oh yeah. There was quite a few points and issues we brought up. They came out pretty good too.

Karen: Is there any special speakers, or films or anything like that?

E: Oh yeah, we had films, that T.V., movie about alcohol and then that

videon or whatever you call it. That was pretty good too. Because I was kind of shy. Well lots of guys downstairs were all shy, right at first. But when he brought it to the meetings, we got used to it too.

Karen: As you think back over your time in the group, are there any disappointments about the group program?

E: Just one. Steve, when we first started and that, he never said this is what I wanted to talk about today. And, get down to it. He never said that, you know. I was kind of disappointed in that. He was just starting out.

Karen: So you think maybe that it could have been focused a little bit more?

E: Right. He could have said this is my topic for today and I'd like to discuss this today, and you know.

Karen: What is your over-all opinion of the worker involved?

E: Oh, he's all right. He's really all right.

Karen: What are some things the worker did that were helpful in the group sessions?

E: Oh, he took us out to that group outing or whatever you call it. He took us out there. We all brought it to his attention, he wrote everything up and we put it into our counsellor so he can put it through. So he was pretty good.

Karen: What are some things the worker did that were not helpful in the group sessions? Think you've kind of answered that.

E: Yeah. I can't say he did anything wrong because he didn't. As far as I'm concerned, he did everything right.

Karen: Were there other things that maybe he could have done which may have been helpful?

E: No, what he did was really helpful. Really helpful.

Karen: Was the use of the Video Tape Recording equipment helpful?

E: Oh yeah. That was really helpful too. That's another thing. We got used to it. At first I was shy, I wouldn't even go on it at first but then, after a while, he brought it and I got on it a little bit, and another guy downstairs got on it a little bit. At first, he was just showing his feet, then afterwards, he said you can show all of me now, you know (laughter).

Karen: Has the group experience had any effect on the way you get along with other people?

E: Oh yeah. Downstairs I don't get along with too many other people downstairs, and I just got better control over myself with them, too. And, if they come and tell me their troubles or something, I listen to them now, you know. And before I used to just tell them to take off. I wouldn't even bother with them.

Karen: Would you say your attitude towards other people is the same or different since you attended the group?

E: Oh, my attitude has changed quite a bit. It really has.

Karen: In what ways?

E: Uh, if the guys want something, like a wagon kit or a tin of tobacco or something, so I'll get it for them on canteen day or hobbycraft day. You know, I'll get it for them.

Karen: Since your involvement in the group, would you say that you are the same or different in your sharing personal concerns and feelings with others?

E: Yeah, I'm really different in sharing. Them guys down there, when I give them something, they know they don't have to give it back. All them guys down there know it. They need that top to a wagon, I'll get them a top. Oh yeah, they really know that I share with them guys.

It's a two way street down there too. What I mean, give it to them all the time. I appreciate it when I borrow something, they give it back to me, you know.

Karen: Would you say that you feel the same or different about yourself since the group experience?

E: Yeah, I feel like a different person. When I was out on the street I never learned to say no to anybody. It was always give, give, give. And I think I have now learned how to say no. When they ask me for something, it's going to be no and that's it.

Karen: Has your involvement in the group had any effect on the way you think others see you?

E: Not really.

Karen: Kind of a hard one?

E: Yeah.

Karen: Since the beginning of your involvement in the group, have you made any attempts to change anything about yourself?

E: Yeah, I've learned to change lots. Because before my wife talked to me, you know. She'd get me mad and I'd walk out of the house. And, you know, I've learned to sit down and talk about it. You know, discuss things. Just sit down and discuss things. You can work it out.

Karen: At least you can talk about it?

E: That's right.

Karen: I understand that since the beginning of the group, you have had to face a number of problems, some of which involved some of the other guys living in P.C. In what ways did you deal with these problems?

E: At first, gave them something to do. And then, Steve goes down there and starts talking to us about it. Making us handle it a little better you know. Like I say, just sit down and talk about it, iron things out.

Just like, I had trouble with a guy downstairs who's always coming to my bed, you know. A fag eh. And I was having a hard time with him and that. Then my counsellor and Steve and me and this guy went into this room and sat down and talked about it, eh. And all I asked that this guy do is just stay away from my bed at nights. And we talked about it for a good two hours before everything was all settled down.

Karen: Do you think that having Steve at the group and what not helped you to deal with this specific issue differently than you might have dealt with before?

E: Oh yeah. Really differently. Before what I did was just tell the guy to piss off. (laughter)

Karen: How do you handle feelings such as being sad, angry or frustrated?

E: I don't know. I just handle them the best way I can. As best as I can. It's really rough. I'm just handling it the best way that I can.

Karen: Do you feel that you handle these in the same way or in any way different since your involvement in the group?

E: Oh yeah. I think of myself a lot different now. I sit down and think before I do anything. Best to sit down and think a little bit. I think it's pretty good.

Karen: I understand that you had several group meetings when you discussed sexuality and communication. Could you tell me whether you feel the same or different about your relationship with your girlfriend or wife?

E: No, I don't feel any difference.

Karen: Do you think that you know more or understand more now?

E: Oh yeah, I think that I understand a lot more than I did when I came in here.

Karen: Like what kinds of things?

E: Instead of getting mad, talk about things. Kids got problems. The kid has to go to the store you know. Before I always used to let my littlest one go by himself. I was too busy before drinking, going out. As far as I'm concerned, just bad for the whole family the whole day.

Karen: And do you think that the group meetings you had about sexuality and communication effected your attitude with women in general?

E: Yeah.

Karen: In what ways?

E: That's hard to explain. That one is hard to explain.

Karen: Okay. Has the group experience had any effect on your general knowledge of sexuality?

E: No.

Karen: Okay. Since the beginning of the group, would you say that your understanding of what contributed to your committing the offence is the same or different?

E: No, it's the same. It's the booze. It's still the same. I've learned that it's better off the hook.

Karen: But regardless of whether you leave it alone or not, you understand better that that was one of the problems?

E: That's right, yeah. It was one of the problems.

Karen: Did you understand that before when you were drinking, what it was doing to your family?

E: Not really.

Karen: Would you say that you feel the same or different about your jail sentence since your involvement in the group experience?

E: Oh yeah. Feel different. I was always saying that I didn't know about my lawyer, my jobs, that I really wasn't at fault, you know? But now,

I've learned how to and accept it. When the judge gives you a year in here, and I was very upset about him. But I learned to accept that now and he had to do what he had to do.

Karen: How would you approach a guard or your counsellor when attempting to discuss or change something of concern?

E: The counsellor doesn't want nothing to do with you. The guards don't want nothing to do with you. As far as they're concerned you're nothing but a rat or skinner. They don't want nothing to do with you. Anything you want from the guard, you have to call him Boss or Sir. Half the time they say I've got no time for you. So we leave them alone. I don't know. I didn't bother with the counsellor or the guards in here. Like I say, I just sleep here.

Karen: Well, you did talk with Steve. Did you learn about ways to approach a guard or counsellor differently?

E: Oh, our counsellor. Oh yeah, he learned us how to approach him differently.

Karen: And did it work?

E: Oh yeah. It worked, we got that group outing.

Karen: I hear about that. Sounds like you guys had a good time.

Karen: Since the beginning of the program, would you say that the way you get along with friends or loved ones is the same or different?

E: I'd say it's a lot different.

Karen: In what ways is it different?

E: You can see a difference with your family, and that, when they drop down and visit you or something. You wouldn't say nothing like what you'd say in here. I'd say different.

Karen: Would you say that the way you expect to get along with old and new friends, and with new employers, upon release is the same or different?

E: I'd say a little bit different. Because before I didn't know how to approach anybody for a job. Just would you hire me and this kind of attitude, eh. And now, I think I've got a different outlook on it, you know.

Karen: Do you think you've learned new ways? Is that what you mean?

E: Yeah, to talk to people and that, you know. How could I put it? Uh. Just hang on a bit you know. Like, give that person a chance to say it too, you know.

Karen: The other thing that you said earlier is the confidence. Do you think that would have helped you too?

E: Yeah, it would help me too. Everything helped me. I think when I get out of here. I'm gonna be more out.

Karen: In terms of what we've discussed, would you say that you are pretty much the same or that there has been some changes in you as a result of the group experience?

E: Yeah, there's a change, anyway. Because everybody. There's a couple of guys downstairs who noticed it on me already. They've noticed it in me already. Boy, are you ever changing. And I've noticed a change in me.

Karen: Would you rate change as high, medium, or low?

E: I'd say medium.

Karen: Is there anything else you'd like to say about your group experience that we haven't talked about?

E: No, I think we've covered everything.

Karen: We've covered a lot of red tape, eh?

E: Yeah, the whole tape. You know the part that bothered me is like at Christmas time I wanted to phone my mom, you know and, my counsellor kept on saying yeah, yeah, yeah. You'll get your phone call. The 25th

of December came and I couldn't phone my mom because he didn't put it in, eh. Okay fine that didn't bother me so much. Then afterwards when they classified me as a troublemaker, so I went to talk to my counsellor about it. He says, yeah, okay, go for a clothes change and see me in the office. Yeah okay. Way you go and knocked on the door and he says, I've got no time for you, I've got no time for you. Just go away, I've got no time for you. So, there again. I never had, I never really bothered with him after that, you know. Anytime I had a problem, I'd talk to Steve about it. And we'd iron it out ourselves, you know. I wouldn't even bother with Smith, because everytime I go up to him, he's got no time, you know. This kind of attitude, you know. So when Steve used to come down for them meetings and that, come downstairs and we used to sit down and look at the problems, talk about it, you know. I don't know, it made me feel better inside anyways. Made me feel a lot better inside.

Karen: But how do the other people deal with the nasty

E: I don't know. They just don't bother. If your counsellor says got no time, got no time. We just sit down on the bed and just sink in.

Karen: Does anybody ever get to see him?

E: Oh they see him, but they want to talk to him about a body pass, any-kind of pass. You can't even get that.

Karen: I can't understand this business about phone calls. There's another person talking about that. Why can't you make phone calls?

E: Yeah, Smith decides for you. If you put in a request, and you say I just put in a request. Did you get it? Then he'll come over after and say if you're lucky I'll give you a phone call. Maybe I'm not even going to give you a phone call. Then he'll walk away. Yeah, he's done that to me the last time. If you're lucky, you might get a phone

call. Just try and butter me up a little bit. Tune me up. Get on your hands and knees and just maybe I'll give you a phone call.

Karen: Don't they have pay phones or anything?

E: No, we have to use the guard's phone. As far as I'm concerned, it only takes five minutes to use it. Takes five minutes to convince him to use that. He wants you to groddle a bit, you know. He's Boss and you know it, eh. But he wants you to really know who's boss, you know. That's not the right attitude.

Karen: How old is he?

E: Oh, about 35. This is the worst bit here. I was here three years ago, and this is the worst bit. They stuck me in that hole downstairs. This is the worst bit.

Karen: How long are you here for this time?

E: Since September of last year.

Karen: So that's not bad.

E: No.

Karen: Why did you go downstairs if you don't mind me asking?

E: I don't know why I went downstairs myself. I think I could have made it in population. But the guy who put you through, shows you where you're going to go and that. And you know, a skinner is a skinner. Best for you to go downstairs. He said my name would be in the papers and on the radio and it was never even in the papers. And I would have liked to have tried up here.

Karen: The hole, is that the P.C. unit?

E: Yeah.

Karen: Oh, and it's that different?

E: You go upstairs and get your dinner, breakfast or your supper, you know. and the guards would go, tuck in your shirt you rotten rats, before

you go out, you know. Then you go up the steps, and from the Bird Cage they call you a skinner and say you'll get yours don't worry. Now, even when the guards not to stop that is pretty poor attitude.

Karen: It's different.

E: Or else, like when we go for clothes change. I was coming back from clothes change, and one guy from the Bird Cage just spit on me. And our counsellor says just sit on it. And everytime I walk past the guy, you know, I really call him a monkey, or everything.

Karen: What's the Bird Cage?

E: Bird Cage. That's something like protection there too. Guys that can't get along with the main population. They throw them down there. But as far as I'm concerned, they're not any better than us. They haven't made it in population, they haven't made it up there.

Karen: Well, thank-you very much.

E: Yeah, thank-you. Hope I didn't talk too much.

APPENDIX D

INTERVIEW

WITH

OBSERVERS

Interview with Mr. Clarence Boyce
Supervisor of Recreation Programs
Headingley Correctional Institution

Karen: Based upon your present knowledge of the group program, what is your over-all opinion of the program?

Mr. Boyce: My over-all opinion of the program is that it gives the people who were participating a better idea of what we were trying to do for them, and to realize more what their offences were, and then, they're more easy to get along with.

Karen: Okay.

Mr. Boyce: Some of these people were very lazy people; they were very rebellious people; they didn't want to work; they didn't want to do anything. And I found that since Steve's been here that they do, they want to work, some days for nothing, which is a good sign as far as I'm concerned. They're much easier to get along with now. There's a couple of individuals there that were really obnoxious when they first came. And now, they're really good to get along with. Take "E" for an instance, he refused to go to work. Just flatly refused to go to work. He was coached by a particular individual, at times, not to go to work. - But, now he's one of the best guys down there. He really works hard.

Karen: He gave me that impression during the interview I had with him. That he was doing a lot more things and that before he wanted favours in return.

Mr. Boyce: He's really changed. "B" is another chap that has really changed. A really lazy individual. He didn't want to do anything. He didn't want to associate. And now he himself has changed. I have

no problems with these people at all. "A", I find that "A" has never really been a problem. A lot of people say that he is, but I've never had an incident with "A". He's caused no trouble with the residents there or myself. But he has wanted to work in the gymnasium, and because of his situation he has not been. But he worked when I did the gymnasium floors. He did it on a voluntary basis and did a good job.

Karen: Would you say that the participant's abilities to get along with others is the same or different since their involvement in the group program since November of last year?

Mr. Boyce: I think that they're relatively better, can understand more. I think that their biggest problem was that they didn't know how to get along with anybody else. They had no idea really, of how to live with other people. And probably, this is why they're in there today. They're a lot easier for me to get along with, and I'm not pretty easy to get along with at the best of times.

(laughter) So I never had any trouble with them lately, so that means something. I had one of them tell me one time, that I was the most miserable son of a B that they've met, but they respect me, so. That's something that they didn't do before.

Karen: Would you say that the participants handle problems which occur in the same manner or in a different way since their involvement in the group? If different, in what way?

Mr. Boyce: I think that they handle it a little better. Another thing is knowing how to kind of function in the setting that you're in, and being able to say not just the hell with you, you know. I'm in jail and I'm incarcerated and you go to hell. I think they've learned to live with the situation and Steve has contributed to

showing them how to live with the situation in. I think he's done a pretty good job, really, because they respect him. And if you can get respect from a person, then you can be sure you're getting something out of that man.

Karen: While I was interviewing them, they all spoke really highly.

Mr. Boyce: They like the guy, you know. And if you can get an inmate to not fall all over a guy but still get along with him, and I think the reason for that is because I think Steve is sincere. I don't think he's a phony and believe me, there's lots of them. And I really don't think Steve is. I think he means what he says. I think he wants to do what he says he's going to do. And whether it ever gets done or not is something else. But I think Steve is trying to do something and they sense that. And when they sense that, I think that makes all the difference in the world no matter what kind of therapy is going on.

Karen: Would you say that the participants' attitudes towards their offence and their imprisonment is the same or different since their involvement in the group?

Mr. Boyce: Oh, I would say that their attitudes towards their offence is different. I think that. When they first came here, well they gave me the impression that they were pushing it or something. And everybody else to blame because they were a victim of circumstances rather than guilt. I think that they've come to realize that they did commit an offence and that it was wrong. And I think they took a different attitude toward people that they were associating with because of their offence. Now what bearing this is going to have when they got out in the free society, I don't know. A lot of trouble with these institutions is that there is

no follow-up. But I think that at the present time they do have a different attitude towards their offence.

Karen: There is no mandatory supervision, here, because I understand that the Federal Government is instituting that.

Mr. Boyce: Yes.

Karen: And they don't do that here?

Mr. Boyce: No, actually this is our problem. There is no input as to what happens to these people when they are released. I don't think it's a fault of the Parole Officer or the Probation Officer, or anything like that. But, it's because we're just too understaffed.

Karen: Oh they're out. (laughter) Is that the first one you've seen?

Mr. Boyce: No, he was biting me the son of a gun.

Karen: Well, have you got a match? There's no killing them, you know. Have you got a match? I've got one. I am petrified of woodticks. I guess if you had a match, where. I think it's living. Maybe not. There.

Mr. Boyce: I think it's had it.

Karen: Well that's the first time. I've never seen that happen. Well, I'll tell you. Now you know where my paranoia begins. (laughter) I have some bees and I have them out in a field where the wood-ticks are really bad. And, I never plan to go out.

Mr. Boyce: Oh yeah. So you have bees?

Karen: Yeah. I'm sure Steve won't be appreciating our sidetrack.

(laughter)

Mr. Boyce: What happens when they sting?

Karen: Well, I've only got two hives, but

Mr. Boyce: They make about 50 lbs. to a hive, eh?

Karen: They can run up to 300 if you've got a real good hive.

This is really pine country. I think it's 10 lbs. per frame, if you get a whole frame. I think they average about 200 per hive.

Mr. Boyce: Uh huh.

Karen: But anyway. Would you say that the participants' feelings about themselves, as well as how others see them is the same or different since their involvement in the group?

Mr. Boyce: Their feelings towards themselves. This is one a little bit difficult for me to say, but I think they have changed some. Because before they wouldn't talk about their offence. If it was mentioned, they thought they were being persecuted because of their offence. I think that they could talk openly about it. And sort of come to grips with what happened, which I think is a change.

Karen: So really, they see themselves more realistically.

Mr. Boyce: I think they realize how serious their offence was, and maybe they don't feel as if they're being persecuted by other people. They really feel that they've done something wrong. And a lot of them when they came didn't even realize that they've done something wrong.

Karen: Have you noticed any difference in the way the participants relate to guards, to their counsellor, and to other institutional staff (including yourself)?

Mr. Boyce: Yes, yes. Quite a difference. They resented me when most of them here, because of my position, as Supervisor, thought that they were in a unit that was supposed to be self-contained. And as it turned out it wasn't. They weren't being handled by one individual. I was running the work program in the gymnasium and I told them who I wanted, when I wanted them and what I wanted them to do. And they figured that it wasn't up to me to tell them. It was up to Mr. Smith to tell them. And that really wasn't the case. I think they

were just using this and told that he was the ultimate boss, which he wasn't and isn't. And I wanted a man and I go down to the dorm and say, here you're going to work for me and you're not going to work for me. And if I thought the man was not doing the job that I thought he should be doing, I thought he was capable of doing, I'd say that's it, you're finished. You're the one that decided not to do what I tell you to do and how to do it, then you'll go back to doing nothing. And they resented that. But now, I don't think anybody resents me. When I say I want a man, I've got him. And I get along really well with them. In fact, I'd say I'd sooner work with them at the present time than do with most of the other population.

Karen: Well did they have, like this idea of about the counsellor telling them what to do and what not to do, how did that happen?

Mr. Boyce: How did it happen.

Karen: Yeah. I'm afraid I don't understand.

Mr. Boyce: Well, you see, Mr. Smith is in charge of that unit. He's in charge of the P.C. unit. And he gave them the impression that he would tell them what to do, where they're going to work and who they're going to work for, or whether they're going to work for anybody. And, I made arrangements with the Placement Officer in the Administration in that I would use the people that were in Protective Custody to maintain the Gymnasium. So therefore, I wanted full control of my work staff. And I wouldn't have it any other way. Then I'd have Mr. Smith coming out and saying you could have "E" today but you can't have "E" tomorrow. And they were as confused as to who they should be listening to. But I think that this has been straightened out.

Karen: Do you feel that the group program has had any effect on the Protective Custody Unit as a whole?

Mr. Boyce: Oh yes, I think it has. Sure. I think that for one thing, they had to learn that they weren't in the program just for the purpose of getting benefits, individual benefits out of it. I think that some of them started the program with the intentions that if I go to the program and attend, then I will get favours. And I think that now they realize, the ones that stayed in the program, realize that the program wasn't for individual favours while they're in the institution or while they're in that unit. That it was for the benefit of them for when they're released. And I think that the ones that stayed reaped the benefit of it because they know now that you just can't do things because you want something.

Karen: Do you have any comments on the effectiveness of the worker involved?

Mr. Boyce: Comments on the effectiveness. You're talking about Steve are you?

Karen: Yeah.

Mr. Boyce: Well I always respected Steve. I knew Steve when he worked on the floor. He was a good officer when he was here working during the summers. I think that he handles his people that he's working with. He handles them reasonably well. I think that he doesn't try to order them. I think that he can talk them into doing what he wants them to do without giving him direct orders. I think he's stable and I think that's the big thing if you're going to handle these kind of people. He's honest. He's fair and sincere. And I think that just about handles it as far as Steve is concerned.

Karen: Are there any other effects of the group program which have yet not been discussed?

Mr. Boyce: Yes, there is. There's interference from other people but I don't

think that I would be prepared to comment on it any more definitely.

Karen: Is there anything else you'd like to say about the group program that we haven't talked about?

Mr. Boyce: Well, not other than just the fact that I think that this type of a program, now that it has been put into effect and has been maintained, you know, on a regular basis rather than just an experimental thing. Because if it's going to be an experiment and they can see that there has been some good come out of it and not use it, then I would say that they're using the inmates for the betterment of an education for somebody else. And if they find that this is beneficial to the inmates, then they should have it on a regular basis.

Interview with Mr. Bob Smith
Supervisor and Counsellor
for the
Protective Custody Unit
at
Headingley Correctional Institution

Karen: Based upon your present knowledge of the group program, what is your over-all opinion of the program?

Mr. Smith: I felt it was a good program. I felt it did a lot to draw guys together and develop cohesiveness. I'm not exactly sure that the cohesiveness was good for us. It developed a little clique in the group which seemed to become as destructive as positive in regards to the total group relationship. I think that the group was good for the guys who belonged to it, though.

Karen: Okay, so what you're saying is that they sort of formed a little sub-group. They were somewhat exclusive. What kind of problems did it create?

Mr. Smith: More than anything else, it created living problems in the unit with other guys. Other guys would come up and wouldn't want anything to do with them. These four guys in the group, five guys in the group, would take a cohesive stand on various things that were related to the living problems. And the other fellows felt that they were ganging up on them. As a group sort of, pressuring for things that they shouldn't be pressuring for. You know, minor stuff. Which, we can't say that is a result of them belonging to the group either. It could be a result of other things. But, it was strange to think that the only guys that belonged to sort of this little clique were

were the same guys in the group.

Karen: Right. The one thing I don't understand is you say that there was some cohesiveness and that these people sort of got together and took stands on certain things. And the other residents felt somewhat left out I gather, and

Mr. Smith: Uh, left out, picked on by the group.

Karen: So, some of these things that they got together on, were they things that were sort of in conflict with one other resident, something of interest as opposed to the whole group? Is that what you're saying?

Mr. Smith: Right.

Karen: Have you got any examples of that sort of thing?

Mr. Smith: Not that I'm prepared to share here on

Karen: No, no, it's okay. I don't want to push you. It's just that this is to be a learning thing.

Karen: Would you say that the participants' abilities to get along with others is the same or different since their involvement in the group program since November of last year?

Mr. Smith: Okay, if I just look at the group and the way they get along with each other, I'd say that it was better. If I look at the group compared to the rest of the group in that living unit, I'd say there's some deterioration as a result of the cohesiveness between them which was seen as a blockage in relationships with other residents. Again, I can't really say that's attributable totally to the group, because I don't know how these guys would have reacted if they weren't in the group. And we don't have a measure of exactly what was going on prior to the group. But it became evident after that the guys in the group were the focal points of more complaints.

Karen: From other residents?

Mr. Smith: From other residents, from our staff. You know, like I say, we don't know if that would have happened anyway.

Karen: Would you say that the participants handle problems which occur in the same manner or in a different way since their involvement in the group? If different, in what way?

Mr. Smith: I'd say they handle them differently. One example would be a particular task Steve put them through. And part of it was presenting a proposal to myself. I felt that they handled that a lot better than they would have prior to belonging to the group.

Karen: Sort of pulling things out.

Mr. Smith: Right.

Karen: And do you think that this is an improvement?

Mr. Smith: Definitely.

Karen: Would you say that the participants' attitudes towards their offence and their imprisonment is the same or different since their involvement in the group?

Mr. Smith: I don't think it's changed.

Karen: Would you say that the participants' feelings about themselves, as well as how others see them is the same or different since their involvement in the group?

Mr. Smith: I don't know whether I can answer that. I don't know too much about how others see them, but you know, I think the guys feel a little bit better about themselves since they've been in the group. But I can't answer the second part of that because, well.

Karen: But you sort of indicated you were getting feedback from the other residents that there's some resentment.

Mr. Smith: Well not, not resentment. Like they weren't complaining because they were in a group and we aren't. They were complaining about

that these guys are pressuring us to do certain things that we don't want to do. Or these guys are agitating us as a group for certain changes that we don't feel are proper. You know, I don't think that that reflects on how other people really saw the group as much as it sounded as a group acting in certain types of situations. I don't think it speaks to each guy individually.

Karen: I see. Have you noticed any difference in the way the participants relate to guards, to their counsellor, and to other institutional staff (including yourself) ?

Mr. Smith: I haven't noticed any changes.

Karen: A little earlier, you had mentioned something about how they were planning a request which sounded a little bit better.

Mr. Smith: Well, that was one particular project, okay.

Karen: Just the one instance.

Mr. Smith: Yeah, that's all it's been so far, the one instance. I can't broaden from that one incidence.

Karen: No, but

Mr. Smith: All I can say is that they handled that particular incident better than they would have before the group.

Karen: But on a day to day basis, are they relating to you any differently?

Mr. Smith: No.

Karen: Do you feel that the group program has had any effect on the Protective Custody Unit as a whole?

Mr. Smith: I think I answered that earlier. But, it would have had more profound effect if the group had of been larger. Those were things that couldn't have been helped. The group was set up with certain limitations. People coming. It was to be a closed group, therefore we couldn't have guys drifting in and out. You know, those kinds of things were

set up which we had to work with. It may have had more profound effect if there was more people belonging to it. Or if we had a secondary group which was sort of open, and guys were coming and going, and being picked up, so that the effect of belonging to a group, getting that type of support, that type of experience would be broader than what it is. But it's localized in four guys who are at the best a sixth of the population in there. And you know, it's hard to say what kind of effect it had on the whole unit without looking at the types of things like habit. You know, so that the group cohesiveness being perhaps a little bit of a problem in the over-all area.

Karen: Do you have any comments on the effectiveness of the worker involved?

Mr. Smith: I think that Steve's good. I'd like to see Steve stay here. He's done everything we've expected him to do when he came. He's put a lot of himself into it. You know, he can't be responsible for some of the sort of offshoots. One of the problems in working with any group is when the group has sort of its own sub-group in it. And I say that because Steve and the five individuals who were the group, but then there was a sub-group wherein the five individuals were together numerous hours when Steve wasn't with them. Naturally there's certain problems inherent in that type of thing which, you know, Steve can't be responsible for.

Karen: Did they do this on their own? Or together?

Mr. Smith: Well, in a jail you live together. But they did stick together more, and that was some of the complaint from the other guys. That they stuck together on various issues. You know, Steve can't be responsible for that. Sort of, there were two groups. The group that included Steve and the same group without Steve. You know, it's therefore hard to draw conclusions as to exactly what was happening.

Karen: Are there any other effects of the group program which have yet not been discussed?

Mr. Smith: I don't think so. I guess the only concern I have is that we haven't done a lot to measure exactly what did happen in the context of Steve's group. You know, we're talking about things happening which could easily be attributable to other things as well as the group. And we have no measure to try and differentiate those things, and that's unfortunate.

Karen: So you think like, what you're saying is that if this kind of group happened again, you'd try and get some baseline measure beforehand of say, what their psychological functioning or something like that?

Mr. Smith: Well, whatever we decide the purpose of the group is. You would have to get a baseline for that, so that we could measure change. So that we could measure and watch and see if certain things are happening as a result of the group or just happening as a result of being in jail, or happening as a result of numerous other things. You know we didn't do that in this case. That's why I find it kind of hard to figure out what kinds of conclusions are going to be drawn. But then again I have to realize that it was a learning experience and not an experiment, and therefore I also have to wonder about the futility of what Steve's going through right now.

Karen: Is there anything else you'd like to say about the group program that we haven't talked about.

Mr. Smith: Can we get a volunteer for next year?

Karen: I certainly don't know.

Mr. Smith: Well, I guess all I can say it's something we'd like to see go on. Definitely with a few different design patterns than we had this time. With a few more controls, with a little bit more experimental design.

Not in that, you know, we want to use it as an experiment, but we want to be able to measure what's coming out of it. I think the group with proper types of controls could be good in the institution. But again, we have to know that certain things are happening as a result of the group, which is unfortunate that we don't know that here.

Karen: You don't know of all of the possible ramifications. I guess you never know that. The thing that I don't quite understand for myself, is that you've got a unit, this Protective Custody Unit. It's got about, what, 25 people there, or something like that?

Mr. Smith: Yes.

Karen: Do those people identify as a group?

Mr. Smith: Yes.

Karen: They do.

Mr. Smith: Well, there's sort of two groups in there. There's the sex offenders and then there's the other group that you call rats, okay. They're the people that informed on others, generally can't get along in the population, who have been police witnesses, that type of thing. And there's sort of cohesiveness between those two groups, but then there's a lot of interaction across the division between them. So that, we have a fairly large group of guys which are fairly cohesive in themselves. But then we have a couple of other things happening. Like we have Steve's group, and we have an Alcoholics Anonymous group. And some of the guys are mutual, naturally. And then we noticed that certain types of things were happening with some of the guys who belonged to one group. But again, some of the guys belonged to the other group, and it wasn't inclusive of all the guys in the AA group. So we had start, well, you know, what's really happening. As a result of Steve's group, is the cohesiveness in that group so strong

that these guys are not acting as sort of one against the rest? Or is this something that would have happened anyway? You know, again, we don't have that type of measure. We can't make that kind of measure.

Karen: Yeah, but it's kind of hard to come out with any kind of firm recommendation because in the one sense you can't include everyone in groups.

Mr. Smith: Oh right.

Karen: So, you're caught in the position of trying to balance off or weigh off, you know, how much constructive gain there is.

Mr. Smith: See, one of the things we could have done though, I think, looking back at it. We set up the criteria for Steve's group, all sex offenders serving relatively long terms so that they would be here for the duration of the group. We didn't want an open ended group. So once we've done that, what we should have done is also attempt to set up something for the balance of the guys. Be it an open ended group. Be it just for discussion. Could be just a community meeting where they come together and just bitch about certain things. You know, whatever it was. I think something like that might have balanced some of the cohesiveness in Steve's group, as opposed to the rest of the guys as individuals.

Karen: Yeah, so you would have had people who would be just being admitted or going to be released before the end of his thing, get things together and

Mr. Smith: Right, and those who didn't qualify for not being sex offenders. You know, I think if we go ahead and offer a group program again, we're going to have to maybe set up two groups, maybe even three.

Karen: Well, say like people go to the AA group. They don't have the same amount of cohesiveness in the group.

Mr. Smith: No. You see the AA is more scattered too. Some of the guys in Steve's group also belonged to the AA group. It's open ended so you don't have a lot of cohesiveness developing. Guys are coming and going. He may come this week and he may not come next week. That kind of thing. So the cohesiveness doesn't really develop the same way as it did in this group, which was closed, which really worked on that type of thing. You know, getting people to relate to others and solve problems. You know, it naturally is not going to develop as good there.

Karen: Yeah. Like I know in the communities, some of the AA groups are like regular brotherhoods, you know. Just like the strong fanatical movement.

Mr. Smith: Not only that but.

Karen: They're voluntary aren't they?

Mr. Smith: Well, they're voluntary here. Well, people on the street have belonged to that one group for how long. The guys in here maybe belong to the group for a matter of months.

Karen: And then they'll be out.

Mr. Smith: Right, and this is not necessarily the place that they want to be in. All those types of things weigh against the strong cohesiveness in the AA groups here. Another problem that weighs against any type of treatment program within an institution, including Steve's group, is that guys belong or they join, they come voluntarily. Or you know we say they're voluntary. But the guys are really saying, if if I go to this and I go to that, and then there's something else, then I stand a better chance for parole, passes, for this kind of thing. That's not true, but you can't convince them of that. So that there are sort of a lot of other type of reasons why they're involved in the group.

Karen: Yeah, maybe they can get these things. Well, thank-you very much.

Mr. Smith: You're more than welcome.

Interview with Reverend Allen Hall
Roman Catholic Chaplin
at
Headingley Correctional Institution

Karen: Steve is just trying to get a little bit of feedback from you on this year's work. And you understand that he's not doing these interviews because he sort of felt that he might bias people in one way or another. So I've interviewed all the residents who were participants in the group, and some of the staff. I have an outline of questions here to follow. If anything is not clear just tell me and feel free to expand on anything. Do you know who the group participants were?

Reverend Hall: Some of them. Some better than others of course.

Karen: But you know their names, or do you want me to go over them?

Reverend Hall: Yes, if you would.

Karen: They're "B", "E", "C", "A" and "D".

Reverend Hall: Is that it for the group?

Karen: Yeah.

Reverend Hall: He did start off larger than that at one time. I think that some dropped out.

Karen: Based upon your present knowledge of the group program, what is your over-all opinion of the program?

Reverend Hall: I've talked to some of the boys but not, actually, I didn't talk about it that much. Like, I didn't ask about it, I guess. It's the case that anything I did get was just positive. It was good. And they didn't seem to talk about it too much outside the group. Just like I have a group of fellows every Wednesday night that

come up to Church, or else we sit around and talk. And they don't talk too much about it there except, you know, the different projects they might have. Like, this going out to the zoo. It was talked about quite a bit.

Karen: So, over-all it was favourable but you didn't get that many specific details.

Reverend Hall: Yeah, right.

Karen: Would you say that the participants' abilities to get along with others is the same or different since their involvement in the group program since November of last year?

Reverend Hall: I think it's better, yeah.

Karen: In what ways? What sorts of things have you noticed?

Reverend Hall: Well, you just pick up a feeling down there. Nothing you can really put your finger on, but just it kind of lifted up the place a bit.

Karen: Okay, would you say that the participants handle problems which occur in the same manner or in a different way since their involvement in the group? If different, in what way?

Reverend Hall: It's hard to say. It's hard for me to say. I think I'd say except for the over-all thing, you know, versus before, was that the atmosphere was better. So obviously, they were solving their problems in a more appropriate way.

Karen: Okay, would you say that the participants' attitude towards their offence and their imprisonment is the same or different since their involvement in the group?

Reverend Hall: I don't think I could answer that as I don't talk about their offence.

Karen: Would you say that the participants' feelings about themselves,

as well as how others see them is the same or different since their involvement in the group?

Reverend Hall: I think it's better. I think they got more positive feelings about themselves as a result of the group.

Karen: Have you noticed any difference in the way the participants relate to guards, to their counsellor, and to other institutional staff (including yourself)?

Reverend Hall: Yeah, I think it's better since the group.

Karen: Any specific things?

Reverend Hall: No, just that in the group sometime, like any group that I have with them. At one time there was a lot of bitching going on about their problems with the guards, their counsellor, and so on. There doesn't seem to be as much now as there was some time back before this group started.

Karen: Do you feel that the group program has had any effect on the Protective Custody Unit as a whole?

Reverend Hall: Yes, I think it's done some things in so far as these, some of these fellows have, I suppose brought what they learned in the group to the others like at the meetings they sometime have, which I have attended some of them. The fellows, you know, are contributing to the larger group what they have learned in their small group. At least their attitude anyway towards authority and so on.

Karen: Do you have any comments on the effectiveness of the worker involved?

Reverend Hall: Steve Soroka. Yes, I think he's done a marvellous job. I've admired him for his, just his approach to the fellows. And the response to him has been very good, I felt. There's a warm

feeling between himself and the group and the individuals in the group. I think that it's been good. I think that it's been good for them. Personally myself, I've talked to Steve and found that his concerns for the place have gone up to a degree also.

Karen: Are there any other effects of the group program which have yet not been discussed?

Reverend Hall: What was that again?

Karen: Well, are there any other effects of the group program that we haven't yet discussed?

Reverend Hall: No, I think that pretty well covers it.

Karen: Okay. Is there anything else you'd like to say about the group program that we haven't talked about?

Reverend Hall: I'd like to see some kind of a continuation of that kind of group. I understand that Steve is now finished with the group and hopefully, as a result of the group that he had, that someone else will come in and have a group that would do the same kind of thing. And hopefully also, we had thought about this at one time. We sort of planned that we would have a group on the outside for the graduates, like from the P.C. unit. It would take care of fellows who have been in this group. That they would have an opportunity, if they had any problems on the outside, within the total group. Then perhaps they could avoid similar kinds of problems which have led them here.

Karen: So, a kind of follow-up?

Reverend Hall: Yeah, a follow-up on the outside. I think that would be very helpful. I know a couple of fellows who are out now, and you know, possibly running into similar problems which could be

avoided if there was a group to go to.

Karen: Yeah, to talk these things out. Okay, the only other thing that I'd like to ask you is that did you notice a kind of. Like you were saying a couple of meetings you had attended, a couple of people who belonged to the group were able to bring some of these skills into these meetings to sort of help out other people in the same Protective Custody Unit.

Reverend Hall: Yes.

Karen: Did you feel that there was a sharing that went on? Did you see the group participants as being exclusive and as being like a clique?

Reverend Hall: No, I didn't see that. No. Quite the contrary. I'd see that group, like the names you mentioned earlier, sort of spread throughout the whole unit. No, there's no clique absolutely.

Karen: I was wondering about that because I got two very different kinds of feedback. One had been very positive and the other indicated a clique which the other residents hadn't appreciated, and which had caused a bit of conflict if that's what you'd call it. I was just wondering what you had seen.

Reverend Hall: I didn't notice that. It could be that that had happened but I haven't noticed it.

Karen: You didn't notice it.

Reverend Hall: No.

Karen: Okay, thank-you very much.

Reverend Hall: You're welcome.