Chapter 12
Group Counseling in Corrections

Definitions of Group Counseling

Group counseling differs from individual counseling in a number of ways. Hatcher (1978, p. 152) defines group counseling in the following way:

> Group counseling is a planned activity in which three or more people are present for the purpose of solving personal and social problems by applying the theories and methods of counseling in a group. It can be either structured or relatively unstructured in regard to purpose or leadership. It can be an intensive emotional experience or a superficial "bull session." Its primary focus, ideally, is upon the presentation of personal and interpersonal reality in such a way that one has an opportunity to learn about self and others.

Berne (1966, p. 3) makes a distinction between *individual therapy* and *group therapy,* but also tries to define the parameters of a group involved in group therapy. He states:

> Group treatment is thus distinguished on the one hand from individual therapy, in which a single patient is seen by the therapist at a private session, and on the other hand from large group meetings (from twenty to five hundred) of patients or clients. It is also distinguished from meetings of small groups which are held for purposes other than the alleviation of psychiatric disabilities.

However, he does acknowledge that group treatment can be used in the program of a therapeutic community.

Many of the offenders who are processed through the justice system are required to partake in some form of counseling and treatment and might participate in both individual counseling and some form of group treatment. The decision as to which form of treatment is likely to produce the best outcome is based on a number of factors, including the nature of the offense, the setting in which the supervision will be provided, the personal characteristics of the participants, and the range of treatment opportunities. For example, in some communities those offenders who are sentenced to community corrections may not have an opportunity to engage in group counseling because such programs are not available. In other communities,

the judge can mandate group counseling for offenders charged with substance abuse, sex offenses, domestic violence, or offenses that are related to anger management, knowing that the agencies providing the counseling will accept the people who were ordered by the court to participate in the counseling and treatment program. Group counseling programs for those who are sentenced to a secure institution are less difficult to structure and implement, since those who are to be counseled are all under one roof and thus accessible. However, group counseling programs still may not be implemented because of a lack of trained counselors, the belief that the programs would create an unnecessary security risk, or the fact that providing treatment in the institution is not a major goal of the administration.

Origins of Group Counseling

Kratcoski (2004, p. 405) notes that "Group counseling and group treatment techniques evolved during World War II and the postwar years. A type of group therapy termed *guided group interaction* was developed by McCorkle and Wolf as a method of treating offenders who were members of the armed forces". Following World War II, the technique was modified and adopted for civilian institutions." In the 1950s, McCorkle and Bixby implemented a "*guided group therapy*" program at a halfway house for delinquent youths referred to as Highfields. The main thrust of the Highfields *guided group interaction* program was that the group members were expected to work together toward specific goals and give each other encouragement as they move toward achieving positive goals. A professional counselor helped the group members define and attempt to achieve the goals rather than dictating what goals were to be achieved and how they were to be achieved. According to McCorkle (1958) the key element of guided group interaction is the problem-solving activity that takes place in the group meetings.

Kratcoski (2004, pp. 405–406) maintains:

> Group counseling was introduced into the correctional system in the late 1940s and 1950s for reasons of increased efficiency in handling prisoners rather than because treatment personnel had strong convictions that it would be more effective than individual counseling. Initially, group counseling had a strong educational or training emphasis and only incidentally included efforts to assist offenders in solving their emotional problems.

Gradually, group treatment that specifically focused on the emotional and psychological problems of the inmates was introduced into treatment programs in many correctional facilities.

Moreno (1957) developed a therapy referred to as "psychodrama." This was a type of group counseling in which the subject acts out his or her problems. The other members of the group serve as character actors who represent the people in the subject's life who had some bearing on the main actor's life and problems. During the course of the treatment, each member of the group will have a chance to play the leading role.

Two other forms of group treatment emerged in the 1960s and were introduced into many treatment programs located in the community and in correctional institutions. These were *reality therapy*, developed by William Glasser in 1965, and *transactional analysis*, developed by Eric Berne (1961). Kratcoski (2004, p. 406) states:

> Reality therapy involves having the correctional client gain an idea of what his or her immediate needs and behavior requirements are and accept responsibility for them. A group may be the ideal setting for a client to learn just how his or her behavior is perceived by others, realize that others care about what happens to him or her, and develop a plan for better behavior in the future.

Reality therapy gained support and was utilized in community corrections as well as institutional correctional programs for both adults and juvenile delinquents. A major positive aspect of reality therapy is that the leader does not have to be a trained psychologist or social worker, but only needs the training to understand how the process works. For example, probation officers can hold reality therapy sessions with a small group of probationers and group leaders can implement reality therapy in community treatment centers. Some form of reality therapy or a modification of the original process is still widely used at the current time. This is particularly true for juvenile corrections.

Transactional analysis was originated by Eric Berne (1961, p. 19), who believed that one's behavior is directed by either the *adult ego state*, characterized by rational, mature, responsible behavior, the *parent ego state*, characterized by being judgmental of the behavior of others, or the *child ego state*, which involves emotional, self-centered behavior. In transactional analysis therapy, the dialogues taking place in the group situation are constantly analyzed and categorized by the group and group leader as being representative of one of the ego states. The overriding focus of the group therapy sessions is for the participating members to learn to interact at the adult ego level.

As with reality therapy, transactional analysis was implemented in institutional and community settings, but it tended to be predominantly used in secure juvenile correctional facilities and in community treatment centers. In order for the transactional analysis group to function well, the leader must fully understand the theory underlying the treatment and be able to correctly interpret the behavior of those participating in the group.

Positive peer culture, developed by Vorrath and Brendtro in 1974, is based on the guided group interaction principles but is much more structured. Kratcoski (2004, pp. 406–407) notes that "This approach, used with juveniles, involves interaction of small groups of youths (approximately nine) under the guidance of a group leader. The influence of groups is brought to bear in identifying problems, deciding how to solve them, developing interest in and concern for all members of the group, and promoting the feeling of having a stake in the success of others."

Those involved in the positive peer culture groups define their difficulties and seek to solve them with the aid of a list of general and specific problems that are defined for them at the beginning of the group sessions. With the help of the group,

they determine if any of the problems apply specifically to them. At the end of the session, they discuss whether or not the problems have been resolved. The group and group leader review the Positive Peer Culture Problem-Solving List and the changes that should occur if the positive peer culture group counseling is successful.

Vorrath and Brendtro (1974, pp. 36–37) sought to develop a group counseling method based on the notion that peers have strong influences on each other. The peer influence can have a negative effect as well as a positive effect on the behavior of the group. The Positive Peer Culture approach centers on a set of concepts (labels) that are used in the group counseling process. These labels are used to describe problems individuals may have that are easy for youths to understand. There are 12 problem areas considered in the counseling sessions. The problems areas are categorized into *General Problems* and *Specific Problems*.

The first general problem is having a *low self-image*, that is, having a poor opinion of self. When the problem is solved, the person is self-confident and is able to solve problems and make decisions and make positive contributions to others. The next general problem is being *inconsiderate to others*. This centers on the person doing things that are damaging to others. When the problem is solved, the person shows concern for others, even if he/she is not liked. Those youth who are *inconsiderate of self* tend to engage in behavior that is damaging to self. When the problem is solved, the person will show concern for self, tries to correct mistakes and improve self, and is willing to discuss problems with others. The youth with the *general problem of authority d*oes not want to be managed by anyone. When this problem is solved, *the person has the* ability to get along with those in authority. Another general problem for some youths relates to *misleading of others. This person d*raws others into negative behavior. When the problem is solved, *the person* accepts responsibility for the effect of his or her behavior on others who follow him or her and does not lead others into negative behavior. Those youths having the general problem of *being easily misled* are drawn into negative behavior by others. When the problem is solved, they seek out friends who care enough not to hurt them, and they do not follow others just to have friends.

A specific problem addressed in positive peer culture sessions pertain to those who *aggravate others*. These youths treat people in negative hostile ways. When the problem is *solved*, they get along well with others and do not need to get attention by irritating or annoying others. Those youth with the specific problem of being *easily angered* are often irritated or provoked or have tantrums. When the problem is solved, they are not easily frustrated, know how to control and channel their anger, and do not let it take control of their behavior. Another specific problem some youth have is *stealing*. When this problem is solved, these youths see stealing as hurting another person. They no longer have a need to be sneaky or to prove themselves by stealing. The specific problem of m*isuse of a*l*cohol or drugs*, substances that could hurt them, is common among youths. When this problem is solved, they *realize* that they do not need to be high to have friends and enjoy life. The specific problem of *lying*, resulting in others not trusting them to tell the truth, is another area addressed in positive peer culture group sessions. When the problem is solved for those who were constantly lying, they become concerned about others

not trusting them and now have the strength to face mistakes and failures without trying to cover up. The specific problem of *fronting*, that is, putting on an act rather than being real, is common among youths who are insecure. When the problem is solved, these individuals do not have to constantly keep trying to prove themselves. During the positive peer culture sessions, the group identifies the problems of the members and helps them solve their problems.

Benefits and Disadvantages of Group Counseling and Treatment

Some of the benefits attributed to using group treatment rather than individual treatment in corrections are:

- Group treatment is more cost effective, since a single counselor can treat a number of clients at one time and in one setting.
- Group counseling completed in correctional facilities allegedly helps reduce the influence of the inmate subculture, since those involved in the group are receiving support, assistance, and even friendship from other inmates in a manner that is acceptable and encouraged by the correctional staff. If the counseling is successful, the inmates develop a loyalty to the group and even take pride in belonging to the group.
- The openness and willingness to change that develops among the group participants may be the result of encouragement by the group members more than the input from the group leader.
- Through brainstorming of ideas, possible solutions to the problems individual members are having can often be generated from group discussions. Members of the group who experienced the same problems provide information on how their problems were solved.
- Trained therapists are not needed for all groups. Some groups are self-help groups, and others can be conducted by regular staff. Some groups can even be led by offenders who have received training in group treatment techniques.

There may be disadvantages as well as advantages associated with group treatment. If the group leader is not experienced and does not have the skill to move the group toward the achievement of its goals, the group can become nothing more than a "bull session," and the main motivation for the members joining the group may be escaping the regular prison routine. If the group meeting is held in a prison setting, some members may be so afraid of saying something that may offend another member that they do not end up contributing to or benefiting from the group experience.

Sometimes the personality characteristics of an offender make it difficult for that individual to feel comfortable in a group setting, with the result that the person does not participate in the discussions or contribute anything of value to the group.

Types of Treatment Used in Group Therapy

Kratcoski (2004, p. 408) notes:

> The choice of the specific treatment technique to be used in a group setting is dependent upon the leader's training, preference, assessment of the group's needs, and the goals set for the group activity. Treatment possibilities for groups designed to be primarily instructive or to attack a specific problem (alcohol or drug abuse, anger management) are necessarily more limited than for groups structured for the more general purpose of improving offenders' adjustment within the correctional setting. Problem solving group work such as reality therapy and guided group interaction that require everyone to participate and contribute will require a group leader who has specific training in the methods and techniques used for leading the group, while group counseling that focuses on more general goals, such as making an adjustment to life, can have groups leaders who have credentials and experience in counseling, but do not have specialized training in certain treatment modalities.

The Group Counseling Process

Trotzer (1972, p. 10) describes the stages of the group process for problem-solving groups. This process emerged from his wide range of experiences with counseling clients in various settings who were from several age groups and had different characteristics. He completed group counseling with elementary and junior and senior high schools students, as well as with inmates in a prison setting. The group treatment processes he developed were based on his group work observations and experiences. Trotzer (1977 in Kratcoski, 2004, p. 410) states, "The model described presents a developmental perspective of group counseling which is intended for use as an aid in understanding and directing the group process and as a framework for many different theoretical approaches and techniques."

The Group Development Process

According to Trotzer (1977 in Kratcoski, 2004, p. 410), the group process is divided into five stages. However, the stages are not independent of each other, and it may be difficult, even for an experienced counselor, to determine when one stage is completed and another stage begins.

Trotzer's five stages in the group counseling process include:

The Security Stage

The first stage in a group counseling situation may be characterized by the members being tentative, anxious, resistant, and even suspicious of one another and of the leader. For example, even professionals, administrators, and line workers who are involved in some form of training may be reluctant to express their feelings and emotions or develop a trusting relationship with other members of the group because of fear that something they may say or do will in some way come back to work against them. In problem-solving counseling groups, many of the participants may have some deep-seated problems that are so personal that sharing them with other members would be unthinkable. Thus, it is necessary for the leader of the group to begin to establish a trusting relationship among the members during the first sessions by concentrating on objective matters such as the purposes of the group, rules for conduct during the group sessions, the format followed during each session, and what is expected to be accomplished. Trotzer (1977 in Kratcoski, 2004, p. 413) states, "The security stage is a period of testing for the group members, and much of the testing takes the form of resistance, withdrawal, or hostility." The leader must take these factors into account during the initial periods of the counseling. To open up lines of communication, the leader might ask each member to describe something about his/her job or interests, staying away from personal problems. The leader also must be able to recognize the members who appear to be ready to participate in the problem-solving process and those who are hesitant. The reluctant members should be allowed to be quasi-participants for a period during this first stage, when the group is still developing mutual trust and establishing the foundation for the group problem-solving process.

Trotzer (1977 in Kratcoski, 2004, p. 414) states:

> During the security stage the leader must play a vital role in making the group members feel secure. Leaders must be able to gain the confidence of the members, display warmth and understanding, provide for the various needs of the members, and create and maintain a friendly and safe atmosphere in the group. Sensitivity, awareness, and an ability to communicate feelings and observations to the group without dominating it are important qualities of group leadership at this stage of the group's development.

When all of the members feel they are ready to engage in the group discussions that will center on the dissatisfactions and problems they are experiencing, the group is ready to move on to the second stage of the counseling process.

The Acceptance Stage

Trotzer (1977 in Kratcoski, 2004, p. 415) notes:

> Generally this stage is characterized by a movement away from resistance and toward cooperation on the part of the group members. As members begin to overcome the discomfort and threat of the group, the grounds for their fears dissipate and they become

more accepting of the group situation. As they become more familiar with the group's atmosphere, procedures, leader, and members, they become more comfortable and secure in the group setting. They accept the group structure and the leader's role.

According to Trotzer (1977 in Kratcoski, 2004, pp. 411–412), the acceptance of self should also develop during the acceptance stage. "When each member can accept feelings, thoughts, and behaviors, whether good or bad, as part of themselves and still feel accepted and respected as a person of worth, a giant step has been taken in the helping process of the group."

The Responsibility Stage

During this stage, members move from acceptance of self and others to acceptance of the responsibility for self. This requires acceptance of the responsibility of their behavior that is causing problems and acceptance of responsibility for doing something about it in order to bring about positive changes in their lives.

During the responsibility stage, the group begins to accept its responsibility to move the process along and begins to tackle the problems that confront the members of the group. Trotzer (1977 in Kratcoski, 2004, p. 419) states, "The leader's role during this stage centers around helping members realize self-responsibility." "The leader must help members maintain a focus on themselves and their problems at this point, rather than on events, people, or situations external to the group and beyond its influence." The responsibility stage sets the tone for the remaining group counseling sessions.

The Work Stage

According to Trotzer (1972, p. 105) "The basic purposes of the work stage are to give group members the opportunity to (1) examine personal problems closely in an environment free of threat, (2) explore alternatives and suggestions for resolving the problems, and (3) try out new behaviors or attitudes in a safe setting prior to risking changes outside the group." During this stage, the group members and the leader give each other feedback, clarification, suggestions on how to address the problems they are experiencing, and mutual support. The leader's role is very important during this stage, since the leader helps facilitate the work process and is able to offer advice and direct the group toward exploring alternative solutions to the problems the members are experiencing. At times, the group might recommend a solution to a problem that appears to be reasonable and easy to implement, but the group fails to explore the negatives that might be connected to the solution of the problem the group selects. The leader can direct the group toward exploring these negative consequences, and, if they outweigh the positives derived from the course

of action selected to solve the problem, the leader can suggest alternative solutions to the problem.

If the process works as expected during the work stage, the members of the group will experience positive feelings about themselves because they were instrumental in assisting others in the group and will also be more receptive to accepting assistance from the other members. Finally, the work phase is completed when the group members feel confident that they have developed the self-confidence, resources, and skills needed to work out their problems on their own.

The Closing Stage

The role of the counselor during the final stage of the group treatment process consists of being supportive, offering encouragement and feedback, and assisting the group members in assessing what they have achieved during the group counseling sessions. The leader as well as the group will also explore the applicability of the solutions to the problems worked out in the group sessions to the lives of the group members after they are on their own outside the group and no longer have the group's support. The counselor and the group can help prepare each other for how to handle situations when the problems are not solved according to plans.

At some time, it becomes apparent that the group should be terminated, and a closing date should be selected. The appropriate time for closing is when the group members feel confident in their ability to handle their own problems and thus no longer need to depend on the group.

Leadership Styles in Group Counseling

The role of the leader (counselor) will vary in group treatment, depending on the purpose and goals of the group and the characteristics of the group members. In some groups, such as self-help groups, the leader is very passive, and once the session is started, the leader serves predominately as an information giver when asked by the group to provide information and occasionally assists the group to refocus on its goals if it has drifted away from the main purpose for which it was organized. In other groups, particularly if the members were court-ordered to receive treatment for a specific problem such as substance abuse, sexual molestation of children, or assaultive behavior to their spouses, the style of the leader is directive.

Stordeur and Stille (1989, p. 439), in discussing the counselor's leadership style in group counseling for assaultive men, suggest that for assaultive men, who generally have such traits as lacking in the ability to be self-reflective and self-motivated and generally tend to blame others as the cause for their assaultive behavior, a nondirective counseling style is not appropriate. In order to keep such

groups of assaultive men focused, a directive counseling approach must be followed. Stordeur and Stille (1989, p. 439) state:

> The directive-counselor is actively involved in the group process. The counselor teaches not only through words but also by modeling or demonstrating skills. Interaction among members is facilitated through structured activities. The counselor assigns homework, follows up on assignments, and confronts individual men and the group on their resistance to changing thought and behavior. When appropriate, the counselor tells members what to do and what not to do. Furthermore, the counselor sets clear limits on behavior and enforces consequences for violation of these limits.

Group Counseling for Sex Offenders

Group counseling with sex offenders can be utilized in the community or in a residential facility. Generally, the participants in the group have been convicted of a sex-related offense and have been ordered by the court to complete the counseling as a condition of receiving a community-based disposition. Group counseling for sex offenders in a residential facility, either a hospital or correctional center, may follow a somewhat different format, depending on the security level of the facility and the credentials of the group leader. Group therapy with juvenile sex offenders may include both the offenders and parents of the offenders.

Regardless of the specific group being counseled, the first sessions will generally focus on group dynamics and group processing. The discussions are used to more or less get everyone on the same page and involve becoming aware of the problem behavior, gaining an understanding of the treatment goals, and obtaining an understanding of the role each person plays within the group. As some amount of cohesiveness develops in the group, the members become more open, accept constructive criticism from each other, begin to accept responsibility for their deviant behavior, and accept responsibility to change their behavior. Usually the group members will engage in acting out of different scenarios, with some group members taking the role of the offender and others the role of the victim.

The major benefits of group therapy for sex offenders, as opposed to individual therapy, are related to the group setting providing an opportunity to relate to other sex offenders who perhaps can understand the motivates and problems of the sex offender. In the group setting, they can discuss their inner conflicts, emotions, and reasons for engaging in the deviant behavior without fear of being ridiculed, scorned, and condemned. If the process is played out as planned, the group's members realize they have the responsibility to change and will have developed the desire to voluntarily change their behavior.

Group Counseling for the Family

The importance of the family in the prevention of delinquency and crime as well as in the rehabilitation of delinquent and adult criminals has been recognized. Comprehensive therapy and treatment plans for offenders will generally include the family members of those being treated. Satir (1972) used the concept *conjoint family therapy* to describe the notion that the family constitutes a complex dynamic system. As in any system, there are a number of parts, and each family member contributes in some way to the positive functioning of the family. The inappropriate behavior of one or more family members can lead to the family becoming dysfunctional. Satir (1972, pp. 59–79) identified five communication patterns that might exist in any family. These consist of "the blamer, the placater, the computer, the distracter, and the leveler." The *blamer* points the finger at some other member of the family when something goes wrong. The *placater* sacrifices his/her needs for the good of the family and has a goal of making everyone else happy, even though his/her needs are not satisfied. The *computer* relies on following a rational approach to every situation and will very seldom express emotions or feelings on a matter. The *distracto*r will try to change the subject rather than deal with the problem or concern of the family. The *leveler* responds to family situations in a rational but also considerate manner, trying to provide support for the needs of all of the members of the family.

If the family therapist is aware of the different roles the family members may take, this assists the therapist in understanding the family dynamics. Some families will have members who only engage in a few of the five roles given above. In some families two or more members may take the blamer role. These families will likely be filled with conflict and be dysfunctional. When counseling families in which one or more of the members are criminal offenders, the blamer may be the offender, who rationalizes that the spouse or children are the reasons for him/her becoming an alcoholic, drug addict, or abuser of the family members. The spouse may take the role of placater and be willing to accept the blame and even physical and emotional abuse just to keep the blamer happy.

The family counselor can use several approaches to help the family members understand the dynamics of the family processes. One method is to have the family members "role play" a typical situation that occurs within the family, not having the family members play the roles they would typically play in real life but having them take on different roles. For example, the placater is given the role of the blamer, and the blamer is given the role of the placater. By switching the roles and putting the family members in different roles, they have an opportunity to experience how they affect other members of the family in either a positive or negative way. After the role playing scenarios is completed, the family counselor assists the family members in trying to understand the dynamics of the family interaction and what changes have to be made to make the family more functional through an increase in support of each other or a reduction of conflict.

Other forms of family counseling are primarily directed to assist one or several members in providing for their needs.

Issues Relating to Group Counseling

A number of matters need to be addressed before a group treatment session begins. These include determining the maximum number of participants, will the group be closed or open, will there be criteria that must be met in order to qualify as a member of the group, the time allocated for each group session, the maximum number of sessions, the gender of the group leader, heterogeneity of the group members, and matters of confidentially of the information presented at each group session.

There are no hard and fast answers as to how these matters should be handled. The characteristics of the group members, the mandatory or voluntary participation in the group, the location of the group sessions, the source and amount of funding provided for the group, and the nature of the problem/s being addressed in the group sessions will all have a bearing on how the group will be structured, who should be allowed to participate, and how much time is needed before the group disbands. For example, Stordeur and Stille (1989), in reference to group counseling of assaultive men, believe the groups should be closed and no new members should be added after the initial formation of the group. An exception to this guideline could be made if several of the members were to drop out for some reason, and the group size would be so small that it would not be able to function. They recommend a maximum of 12 members for the group counseling of assaultive men, suggest that the length of each session should not exceed two and a half hours, and the number of sessions should be determined by the resolution of the problems of the group members. Since the sessions may be emotionally charged, confrontational at times, and have occasional outbursts of anger directed toward other group members and the group leader, two and a half hours is ample time to for the group members to focus on their problems. Of course, there may be other factors determining the time allocated for each session. If the counseling is court-ordered and the court is remunerating the leader, a contract will be established stating the amount of time for each session and the number of sessions. If the group sessions are being held in a secure correctional facility, the matter of the time allocated for each session and number of sessions will be established by the correctional institution's administrators. If the group leader is contracted, these matters will be specified in the contract.

Summary

Group counseling (therapy) is used in corrections for a number of reasons. Group counseling enables the counsel to work with a larger number of clients than individual counseling, it is less expensive, it can be applied in a variety of settings, and for many groups the group leader does not have to have the professional training required for psychologists and other therapists who provide specialized individual counseling. The leaders of self-help groups such as alcoholics and drug abusers anonymous rely on their own experiences as the credentials needed to lead the group.

Another reason why group counseling is used so frequently is that the participants in group sessions benefit from interaction with the other group members. If the group is functioning in the manner expected, each member of the group is a counselor and contributes to fulfilling the needs of the other members.

The purposes for the group meetings, the characteristics of the members, the size of the groups, and the specific treatment modalities may differ, but the group processes are essentially the same for all groups.

Discussion Questions

1. What personal characteristics of an offender should be considered when making a decision to use individual or group therapy?
2. Are there some types of offenders who would not benefit from either individual or group counseling?
3. How can a therapist determine if the members of a group are making progress or are merely saying things they think the group leader wants to hear?
4. Why are some types of group therapy more appropriate for juveniles than for adult offenders?
5. What are the factors that might make a therapist decide to disband a group because the group process is not working?
6. If group therapy has been applied in a community setting, what steps can the group leader take to help the offender use what he/she has learned in the group after the therapy is completed?
7. How should a therapist determine whether family counseling is appropriate or inappropriate for a certain offender?
8. How does the therapist decide which leadership style to adopt with a particular group?
9. How can a therapist lead group members to "open up" during the group sessions and reveal information that may be embarrassing and might cause the other group members to dislike them?
10. If the therapy is mandated by the court and the offender, during the group sessions, reveals serious prior offenses that are not known to the court, is it the responsibility of the therapist to reveal this information to the court, or does the promised confidentiality prevent such revelations?

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