THE DEVELOPMENT OF A GROUP PROGRAM FOR SEPARATED OR DIVORCED PARENTS

by

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ABSTRACT

The focus of this study was on the development of the POSI-COPE group program for separated or divorced parents and an investigation of its efficiency and effectiveness.

A survey of the literature in this area indicated that there was a paucity of systematic research in the field of group programs for separated parents coping with relationship dissolution.

Utilizing a Program Development Model of research (Gottman and Markman, 1978), formative and summative strategies for planning and developing the POSI-COPE program were implemented.

Through a distillation of major themes in the literature, the goals chosen for the development of the POSI-COPE program were:

1. To provide a supportive and reassuring group environment for participants, leading to a reduction in the intensity of anxiety experienced during the relationship dissolution process.
2. To share information about relationship dissolution and to help participants meet their needs through ventilation of feelings and effective problem-solving, leading to a reduction in the accumulation of negative feelings which inhibit the process of positive family change.
3. To encourage participants to be responsible for themselves and their behaviour and to focus on

their strengths as parents (with or without custody of their children), leading to a greater sense of autonomy and self-esteem.

The formative strategy for the development of the POSI-COPE program consisted of systematically describing the implementation of this program and monitoring its efficiency. The latter involved the use of self report post session and post program questionnaires. The feedback generated by these questionnaires confirmed that the participants had experienced the group environment as supportive and reassuring, that they had an opportunity to share and resolve some of their concerns and had gained information about the relationship dissolution process as well as affirming their identities as concerned parents. These findings suggested that the group leaders, the group discussions and the information provided were components that facilitated the success of the program. They also indicated the value of making minor modifications to the program and to extend its length.

The summative strategy for the development of the POSI-COPE program consisted of assessing its effectiveness in achieving the three goals specified through the use of three measures, the State Trait Anxiety Inventory, the Adjustment to Change Scale and the Tennessee Self Concept Scale relative to a no treatment wait list control group. Analysis of covariance was used to test the hypotheses generated within this segment of the study. The results indicated that:

1. The POSI-COPE program did not meet the criteria for the reduction of the intensity of anxiety experienced during the relationship dissolution process.
2. The POSI-COPE program did not meet the criteria for the reduction of the accumulation of negative feelings which inhibit the process of positive family change.
3. The POSI-COPE program met two of the seven criteria for the achievement of a greater sense of autonomy and self-esteem through reducing Self Criticism Scores and increasing positive ratings of Personal Self. It did not meet the remaining five criteria of this goal which were to increase positive self ratings on Total Score, Physical Self, Moral-Ethical Self, Family Self, and Social Self.

Reasons for, and implications of these results were discussed and suggestions for program change and for further research were described.

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Dedicated to the memory of

my grandmother,

Katie Mary Matthews (1891-1978)

CHAPTER I

THE SCOPE OF THE STUDY

Introduction and Background of this Study

The beginning of a trend toward a socio-legal interdisciplinary approach to the treatment of the pervasive social problem of family breakdown was marked by the emergence of the conciliation court concept in Los Angeles County, California in 1939 (Elkin, 1973). This trend has become especially prominent in North America since the formation of the International Association of Family Conciliation Courts in 1963. In Canada, the first development in this field was a seminar on law and social services as applied to divorce proceedings, which was sponsored by the Vanier Institute of the Family and held in Toronto in January, 1973. Since that time, several conciliation courts have been developed, most notably within the family court system in Edmonton. In addition, and as an indication of the trend in British Columbia, the International Association of Family Conciliation Courts held their annual conference in Vancouver in 1978.

In 1980, Vancouver will have a new Unified Family Court System which will combine the present Family Court and Supreme Court services under one roof. Vinge (1978) proposed the establishment of more extensive conciliation

court services in Vancouver to coincide with this new development. The focus of these services is on strengthening and preserving family life and protecting the rights of children through the provision of short-term counselling services and the promotion of interdisciplinary cooperation. This should facilitate the reconciliation of some spouses who have approached the family court system for help and the mediation of an amicable settlement of domestic and family controversies for other spouses in unreconciled situations.

For the family in crisis, this means an increased accessibility to the inner workings of legal and bureaucratic procedures, a concomitant decrease in dependence on social institutions, less reliance on an adversarial system for resolution of conflicts, and an increase in the retention of personal decisionmaking power through an emphasis on understanding and resolving the emotional process of divorce or separation (Savage, 1977).

The focus of this study is on the development of a pilot conciliation counselling service for parents who have chosen to separate from their spouse and request help and support while adjusting to the emotional reality of their separation. This service is referred to as the Positive Coping with Family Change Program (POSI-COPE). Morgan (1974) stated that present trends in group work suggest a growing need for groups designed to accommodate people who are passing through similar life stages or transitions. This need is reiterated in many studies on the life

situation of separated or divorced individuals (Guyatt, 1971; Canadian Council on Social Development, 1971; Kitson and Sussman, 1977; Brandwein, Brown and Fox, 1974; Ladbrook, 1976; Selig, 1974).

Within the Vancouver Family Court system, this need for support services for separated parents was recognized through discussion among Family Court Counsellors and a consideration of the frequency of families returning to the court system to resolve disputes, as well as a concern for children embroiled in these long-term controversies. While working for the Vancouver Family Court during the summer of 1977 the writer developed a group program to consider particularly the needs of parents locked into long-term custody/access disputes both inside and outside the court. The formal title for these conflicts is postseparation or post-divorce litigation. Elkin (1977) states that this form of litigation is often the smokescreen hiding the real problem, which is that one or both individuals are very much connected by strong emotions like anger and have not yet resolved their emotional divorce from each other even though their marriage may be legally terminated. Parents were chosen for the POSI-COPE program because it is frequently the case that children are destructively implicated in this continuing hostile attachment between spouses (Elkin, 1977).

The program that was developed for these individuals in the summer of 1977 lay dormant until early in 1978 when

the South Team Local Manager from the Vancouver Family Court and the Group Programs Coordinator from Family Services of Greater Vancouver agreed to cosponsor and run the program in May, 1978. The writer requested and received the approval of the Family Court support staff and the Director of Group Programs at Family Services to use this program as a research project. At that time, the program was extensively expanded and modified.

The Scope and Purposes of this Study

This study focused on the development of the POSI-COPE program through the use of two strategies.

The first strategy was to systematically describe the program and its goals. This included a description of the format and content of the program. Program monitoring techniques were used to further describe the program and to assess its efficiency in meeting the needs of the clients served. The latter provided information about how the program was implemented, session by session, and specific information about what elements of the program were, or were not, efficient. The emphasis in this section of the study was on the process of implementing the developing program and is often referred to as a formative approach to program planning (See Chapter IV).

The second strategy was to assess the overall effectiveness of the POSI-COPE program and its goals through the use

of several self-report measures completed by members of the treatment group and the wait-list control group. This provided a further means of describing the program and of clarifying its objectives. The emphasis in this section of the study was on the impact or outcome of this developing program and is often referred to as a summative approach to program planning (See Chapter V).

This study falls within an action research framework and utilizes an adaptation of Gottman and Markmans' (1978) Program Development Model advocated for use in psychotherapy research. Carter and Wharf (1973) called this type of study a 'project of exploration' because the emphasis was on implementing and shaping a new and developing program. Through the development of an understanding of both the process of implementing the program and its final impact, it was possible to provide a system for quality control and accountability; moving beyond a chronicling of events or an atomistic analysis of outcome to a format and approach which optimizes the opportunity for immediate modification and improvement of the program while it was being implemented and for future implementations (Blackwell and Bolman, 1977; Edwards and Yarvis, 1977). Blackwell and Bolman emphasized that the benefit of using this two-stage action research model is the generation of relevant, useful data about success or specific needs in the change of the focus or method of the program. Oetting (1977) stated that this form of program planning facilitates

systematic decisionmaking and program change. These approaches to the systematic evaluation of this program are especially appropriate because this group is new and exploratory (Edwards and Guttentag, 1975).

This study was done from an internal perspective as contrasted with the orientation of an external consultant. According to Franklin (1976) internal research usually provides information which is most frequently of 'utility' while externally conducted research is more likely to have elements of 'credibility'. Therefore, this study was not designed for prediction and generalizability but emphasized the generation of both process and product information which had decisionmaking potential in terms of program development and change.

Statement of the Problem

This study involved the development of a group program (POSI-COPE) for separated parents. This included an investigation of existing programs reported in the literature and the development of a content and format geared to achieve specific goals and meet the needs of a specific target population. It also involved an investigation of the efficiency and effectiveness of the program during its initial implementation through the use of formative and summative program planning strategies.

Propositions

The following were basic propositions used in the development of the POSI-COPE program:

1. The termination of a relationship is a disorganizing and reorganizing process in a family with children.

2. Separated parents who continually argue over the custody and access of their children, and destructively implicate their children in their continuing attachment to their spouse, have not yet resolved the emotional trauma of the legal and physical termination of their relationship (Elkin, 1977).

3. There is a need for a group program for separated parents in Vancouver.

4. A supportive time-limited group program for the separated individual may facilitate an effective resolution of the emotional trauma of the legal and physical termination of a relationship with the potential benefits being growth and change for the parent as well as the children (Wallerstein and Kelly, 1977).

5. An individual's capacity for change and tempo of change can be accommodated for in an eight week program.

6. The goals of the group are accomplishable and measurable within the format of the POSI-COPE program and design of the study.

Operational Definition of Terms

Positive coping with family change program (POSI-COPE). An eight session group program conducted in weekly two hour meetings (See Chapter IV).

Participant. An individual coping with the changes associated with relationship dissolution, including separated or divorced parents (with or without custody of the children) who voluntarily participated in the POSI-COPE program for at least five of the eight weekly sessions.

Program development strategies:

Formative/monitoring strategy. A systematic description of the program and its goals and the assessment of the efficiency of its implementation, i.e. the suitability of the design of the program and/or the factors that prevent or facilitate outcomes through the use of self-reported ratings.

Summative/impact strategy. An assessment of the overall effectiveness of the program and its goals through the measurement of the dependent variables which will be specified in Chapter II.

Description of the Following Chapters

This thesis is organized into six chapters plus a bibliography and an appendix. The first chapter provides an introduction to the background of the POSI-COPE program and an overview of the scope of this study. Chapter II provides an overview of selected literature which reports the pervasiveness of marital dissolution, documents the need for counselling services for separating and/or divorcing individuals, summarizes models of the relationship dissolution process, provides a theoretical perspective on divorce counselling and summarizes literature reporting group programs developed for separated or divorced individuals. This leads into a description of program goals and specific program monitoring techniques which constitute the formative segment of the development of the POSI-COPE program. Hypotheses for the impact or outcome component of this study are also generated at this point. Chapter III contains information about methodology. Chapter IV provides a description of the POSI-COPE program, findings on its efficiency and discussion. Chapter V summarizes the findings on the effectiveness of the POSI-COPE program and discussion. The

sixth and final chapter provides the summary, conclusions, and suggestions for further research. Books and articles used in the development of this program and the writing of this thesis appear in the Bibliography. Forms, questionnaires and exercises appear in the appendix.

CHAPTER II

REVIEW OF SELECTED LITERATURE AND STATEMENT OF THE NATURE OF THIS STUDY

A brief review of the demographic and descriptive research which documents the pervasiveness of marital dissolution and the need for counselling services for separating or divorcing individuals is presented. Models of the relationship dissolution process are described and perspectives on divorce counselling are discussed. Finally, group programs for separated or divorced individuals, which have been reported in the literature, are summarized. This chapter climaxes with a description of the nature of this study.

Demographic and Descriptive Research

The latest Statistics Canada figures (1976 reported in the Vancouver Sun, 1978) indicated that British Columbia leads Canada in the number of divorces granted (333 divorces/100,000 people in British Columbia). There are also indications that the divorce rate is continuing to rapidly increase. Peters (1976) reported that between the years 1969 and 1974, Canada has averaged a yearly increase of 7.7 per cent in the divorce rate. According to his study, which used 1973 Statistics Canada figures, the average marriage

which terminated with divorce lasted for approximately 12 years. Many divorces in Canada are preceded by two or three years of separation, providing evidence of marital breakdown or relationship dissolution long before the legal divorce. Peters (1976) reported that 56.7 per cent of divorces in 1973 involved couples with dependent children. This information indicates the potential need for services among the large number of individuals affected by marital breakdown.

In a study by Guyatt on the one parent family in Canada (1971), needs of single parents were surveyed. Guyatt discussed a need for family counselling, assistance in parenting and for group experiences with other single parents.

The Canadian Council on Social Development (1971) conducted a study on the problems of the one parent family and made social policy recommendations relating to the adversary concept and the development of community resources. The council members questioned the usefulness of the adversary concept in settling the issues of the divorced and separated on the grounds that it often worked to the detriment of parents and children. They suggested that the legal profession collaborate with individuals from other disciplines, such as counselling and social work, to develop less destructive mechanisms of resolving issues. The Canadian Council on Social Development also recommended that community resources be mobilized to provide services appropriate to the needs of newly separated individuals.

In addition, the council stressed the importance of the continuous evaluation of projects to consistently improve services.

In an article on the impact of divorce on adults, Kitson and Sussman (1977) concluded that divorce is increasing with such frequency that it may not be long before marital dissolution becomes an expected form of adult developmental crisis. Morgan (1974) also predicted a similar situation and emphasized that there is a need for groups to accommodate people passing through similar life transitions. Kitson and Sussman (1977) recommended that additional social supports and programs be developed to help individuals cope with the crises generated by the dissolution of a relationship and to increase their potential for growth and self-understanding. They suggested that the programs be relatively short-term and that they provide information, counselling and social support.

Barringer (1973) conducted a study of single parents' self-perception of the quality of their postdivorce adjustment. He presented ideas for improving and expanding educational and counselling services for single parents and suggested further research in this area.

This need for research on the treatment of single parent families was emphasized also by Brandwein, Brown, and Fox (1974) who did an extensive survey of the literature on the social situation of divorced mothers and their families.

Ladbrook (1976), after surveying the literature relating to the health and survival of the divorced, suggested three strategies for the prevention and management of divorce stress. These were: anticipatory socialization; enhanced support facilities; and training in divorce counselling. He defined anticipatory socialization as a system of educating people, who are undergoing or contemplating divorce to understand that relationship dissolution is a process that takes time, with predictable stages punctuated by definite decision points, and a series of challenges that need to be met at each stage. By suggesting enhanced support facilities, Ladbrook pointed out the important need for group programs and single parents associations as well as programs to educate the public and change divorce laws and proceedings so that divorce can be destigmatized and the adverse effects of separation can be lessened. Finally, Ladbrook discussed the need for extensive training in divorce counselling. He suggested specific training in five areas; emotional, social, parental, legal and financial domains.

A final study which recognized and recommended the development of programs for divorcing individuals was Selig's (1974) proposed multisystem program of psychosocial preventive intervention. He pointed out that divorcing individuals are a high risk group and that there are few programs designed to serve them. He recommended four long range objectives which include: preventing psychosocial

breakdown and promoting adaptive and growth behavior for individuals in the process of separation or divorce; increasing interagency coordination and delivery of preventive services for this population; encouraging interdisciplinary cooperation within the court system to focus on the psychosocial aspects of divorce; and training individuals in the legal and social service fields to work more effectively with this population. One of the major strategies that he suggested for achieving these objectives was the development of eight-week educational groups which would be made available to individuals early in the divorce process and would be accessible through a wide range of community services.

It has been established and documented by current literature that there is a recognized need for services for individuals in the process of separation or divorce. However, before considering the literature on divorce counselling and group programs, it is valuable to review some of the models of the marital or relationship dissolution process that have been recently described and developed in the literature.

Models of the Relationship Dissolution Process

Models of relationship dissolution range from the relatively simplistic models proposed by Gettleman and Markowitz (1974), Loge (1976) and Ross (1975) to Weiss'

(1976), Ladbrook's (1976), Wiseman's (1975) and Marris' (1975) models which view relationship dissolution as a crisis or stressful event to the more comprehensive models proposed by Ricci (1974), Kessler (1975), Kressel and Deutsch (1977), Bohannan (1970), Hennepin County (1977) and Brown (1977).

Gettleman and Markowitz (1974) view divorce as an inherently neutral institution and conceptualize divorce as a restructuring of family relationships.

Loge (1976) studied the adjustment of 103 individuals to a single parent role and concluded that divorce adjustment is a process which involves both the redefinition of the situation and the acquisition of an identity as a single person as well as a single parent. This often involved seeking out experiences which enabled them to compare and assess their situation with others who were in a similar situation. Loge suggested that the phases of this process are the bewilderment, retrenchment and exploratory phases and an acceptance or acceptance/innovative phase.

Ross (1975) studied the divorce process and psychological adjustment through the administration of three personality tests to groups at four distinct points in this process: happily married; marital problems; filed for divorce; and postdivorce. He suggested three phases of the emotional process of divorce: the traumatic phase; the prolonged stress phase; and the readjustment phase. The traumatic phase includes a rise in emotional disturbance

and feelings of anxiety, hostility and depression. The prolonged stress phase is an extension of the first phase and includes the marriage counselling stage and the divorce stage. The final phase is the readjustment phase which includes a drop in emotional disturbance. According to Ross' research, the first two phases usually last from a minimum of eight months to many years and the third phase is usually completed 7-13 months after the divorce.

Ladbrook (1976) viewed divorce as both a psychosocial transition and a stressful life event. He pointed out that Holmes and Rahe (in Ladbrook, 1976) have developed a scale of life events that are stressful and that events associated with marital disruption such as change in financial status, change in the number of arguments with spouse, revision of personal habits, change in residence, change in recreational and social activities and change in sleeping habits are the most unsettling. Ladbrook (1976) conceptualized the process of divorce as a series of stressful events culminating in the decision to divorce or separate and requiring long-term reorganization of the assumptive world. According to related psychomedical research, ineffective adjustment to these changes could result in adverse effects on physical and mental health (Holmes and Rahe, in Ladbrook, 1976).

Weiss (1976) described the loss of a relationship as an element of the separation distress syndrome described by Parkes in 1972 and related to the concept of attachment

proposed by Bowlby in 1969 (Parkes and Bowlby in Weiss, 1976). Weiss stated that disruption of a marriage results in emotional distress, irrespective of the quality of the marriage or the desire for its dissolution. He added that the bond that persists in an unhappy marriage, or a difficult divorce, is likely an adult development of childhood attachment to primary caregivers. Weiss described a process which is similar to a mourning process (Kubler-Ross, 1969) which must be effectively resolved when the relationship is terminating.

This mourning or grieving process has been elaborated in great detail in crisis theory as it relates to the process of divorce. In a project done by the Department of National Health and Welfare (1974) separation crisis is defined as a change so drastic that it overwhelms the coping mechanism of the individual. At this time, habitual problemsolving mechanisms are not adequate enough to return the system to its previous equilibrium. At this time, individuals often feel at least partially immobilized, anxious, confused, upset, introverted and depressed. The Department of Health and Welfare researchers described the separation crisis as focusing around issues of identity in which an individual's self-definition, in terms of roles and relationships, is in question.

Wiseman (1975) elaborated on this model by describing divorce as a process and a period of both grief and growth,

with specific tasks to be mastered, recognized stresses to be dealt with, and satisfactions and goals to be sought for. She has developed a model of the divorce process which has been derived in part from Kubler-Ross' model of the stages of death and dying (1969). Wiseman identified five stages of the process of divorce: denial; loss and depression; anger and ambivalence; reorientation of lifestyle and identity; and acceptance and a new level of functioning. Froiland and Hozman (1977) have also conceptualized and elaborated on these five stages which, they suggest, must be dealt with before an individual can begin to grow and change.

The denial stage consists of the presence of a homeostasis which can only cope with a minimum of life stresses. The individual denies that there is anything wrong with the relationship in order to keep the relationship intact. He or she may feel bored, unmotivated or anxious at this time. If an internal or external stress occurs, it can easily imbalance the relationship and a major marital crisis is precipitated.

The second stage, loss and depression, is when the person becomes conscious of the problems of the marriage due to the precipitating event. The individual may feel tremendous grief and isolation and a decrease in feelings of self-worth at this time and may begin to recognize and fear the loss of the spouse, marriage and present way of life. At this point, there is usually some form of

separation.

The third stage is anger and ambivalence. These feelings are extremely intense and tend to alternate as the ending of the marriage becomes a reality. This is often a stage of negotiation which is fuelled by these conflicting emotions. The individuals are usually still tied to each other through their expression of these intense emotions and frequently feel very threatened. Often, one or both parents may attempt to develop alliances with their children, further fuelling the conflicts (Froiland and Hozman, 1977).

The fourth stage of the divorce process is the reorientation of lifestyle and identity. At this point, the individual spends less time on the past and more time concentrating on present and future planning and functioning. The person reworks and redefines his or her personal, vocational and sexual identities in order to establish feelings of self-worth, purpose and social status. Wiseman (1975) suggests that companionship with other formerly married individuals can become an important source of support and provide an individual with the encouragement to work through the divorce process more quickly and to develop a sense of stability in their emerging identity as a single person.

The final stage that Wiseman (1975) suggested is acceptance and a new level of functioning. During this stage the divorced or separated person begins to feel accepted within new relationships and, as a result, begins

to feel more self-accepting. The feelings of anger toward the former spouse begin to abate and the individual begins to accept the former partner and terminated marriage as they really are. The person feels the satisfaction of a new social and personal identity.

Marris (1975) also viewed the divorce process from a perspective of loss and change. His central theme is that loss disrupts our ability to find meaning in experience and that grief represents the struggle to retrieve this sense of meaning when circumstances have confused or violated it. The disorientation of purpose and irredeemable loss of a relationship is a source of profound anxiety in the initial stages and may later be experienced as a revitalization of the meaning of life. Marris (1975) stated that recovery from grief depends on restoring a sense that the lost attachment can still give meaning to the present, not on finding a substitute. Marris discussed divorce within this framework and noted that it is not only the lost relationship itself whose meaning needs to be retrieved but also, and more important, that the hopes and purposes it betrayed must be resolved. Therefore, the working out of grief after a separation or divorce involves reestablishing faith that such hopes are not futile and that one is not incapable of giving and receiving love. This process requires time, energy, and support.

Another model of the dissolution process was developed by Ricci (1974). Like Gettleman and Markowitz (1974), she

views divorce or separation as a way of redefining the family as two intact homes where children feel they belong, are wanted and feel a sense of continuity. She has developed a seven stage model-from One Home to Two Homes.

The first stage of this model is the cultural norm, mother-father-child under one roof with normal discord and trust and respect intact. The second stage is a realization that something is not right with the relationship and a need emerges to either resolve this or face the possibility that difficulties will deepen. Stage three is the breaking home stage when discord becomes so intense that the threat of separation is imminent. Couples may vascillate ambivalently between stages two and three. Stage four is the broken home when the physical separation takes place and the individuals are in a state of confusion and crisis. Stage five is when the separation process becomes a divorce process and two separate households have been established. This is a period of grieving and of strong, conflicting emotions including anger, hostility, hurt and sadness. It is also a time of multiple role and identity changes and an evolution into an identity as a single individual. Stage six occurs when the individual focuses on the present and feels assured of survival and adjustment. The final stage is stage seven which is a relatively untroubled family experiencing the usual discord with respect, trust and optimism intact.

Kessler (1975) has proposed another more elaborate stage model of the divorce process. She suggests that there are

seven stages: disillusionment; erosion; detachment; physical separation; mourning; second adolescence or new life; and exploration and hard work.

The disillusionment stage begins when the individual recognizes and dwells on incompatibilities with their spouse. If this is openly shared, it is possible to rework the marriage contract to meet as many of each other's needs as possible while accepting those they cannot change. The erosion stage involves a more conscious awareness of marital dissatisfactions. Frequent fighting, an emphasis on taking rather than giving and on being loved rather than loving are the behaviors that characterize this stage.

The third stage is detachment which is characterized by 'speechless animosity and disrespect.' There are few expressions of caring and frequent fantasies about what it would be like to be single. Feelings of anger and ambivalence often alternate with one another.

The fourth, and most traumatic aspect of the whole emotional divorce process, is the stage that begins with physical separation. This may result in initial feelings of relief or shock and also includes feelings of loneliness, anxiety, confusion, and the initial formation of a new identity.

The mourning stage begins when the individual turns from facing the past and proceeds through the letting-go process. This includes feelings of anger, depression, guilt, and relief. The anger substage serves to fill a

vacuum created by emotional detachment. It frequently involves blaming the other spouse and may be interpreted as a way of holding on to the relationship through ensuring that the other spouse does not cut the individual out of their thoughts. Depression often follows the anger stage and involves blaming, and feeling angry with, oneself. The relationship, however destructive, is often the individual's only source of self-esteem and this is a period when an individual needs a lot of support. This is often fuelled by the next substage, guilt, which includes feelings of anxiety and self-accusation. The final substage is relief, when the individual recognizes that nothing can be done and despair or deep sorrow takes the place of frantic grief.

The sixth stage conceptualized by Kessler (1975) is the second adolescence or new life. The divorce has been emotionally finalized and the person has time to focus on personal growth and pursuing self-chosen goals. The individual feels an increased sense of self-esteem and less anxiety.

The final stage is exploration and hard work which involves establishing and implementing a plan of action, frequently with other significant individuals in the picture.

Kressler and Deutsch (1977) discussed stages of psychic divorce which they formulated after a series of interviews with 21 highly experienced family therapists. They defined four stages of psychic divorce which may or may not be

completed by the time the legal divorce is finalized. These stages are the predivorce decision period; the decision period; the period of mourning; and the period of reequilibration.

The first stage is the predivorce decision period. The series of substages of this period are increasing marital dissatisfaction, attempts at reconciliation, decline in marital intimacy, break in the facade of marital solidarity, and the physical separation.

The second stage is the decision period which involves the following substages: decision to divorce is made by at least one partner, anxiety and panic at the prospect of separation, a possibility of renewed marital intimacy due to separation anxiety which is frequently followed by renewed outbreaks of fighting, and, finally, an acceptance of the inevitability of the divorce.

The third stage is a period of mourning. This involves feelings of guilt and failure, diminished self-worth, loneliness and depression, anger at the spouse and, finally, acceptance of the positive as well as the negative side of the marriage and a sense of realistic sadness.

The final stage of psychic divorce is the period of reequilibration which is a period of heightened self-growth and diminished dwelling on the marriage. Kressel and Deutsch (1977) define the criteria of a constructive divorce as not only the negotiation of a mutually agreeable settlement that will be honoured but also that each person has

a balanced view of the other individual and a sense of psychological closure. If children are involved, there is evidence of a good coparental relationship and a lack of manipulation of children as weapons in the fighting. The individual who has constructively divorced shows an absence of feelings of failure and self-disparagement and an increased self-understanding and heightened sense of personal competence.

Kressel and Deutsch (1977) discussed obstacles to a constructive divorce which included the turmoil of psychic divorce, an unequal motivation to divorce, low marketability of one spouse, guilt on the part of one spouse, pathological fighting from predetermined roles using the children as a weapon to embellish feelings of anger and bitterness toward one another, and third party involvement. The latter includes the couples' parents, friends and lawyers.

Bohannan (1970) views divorce as an emotional, legal, economic, coparental, community and psychic process. He discusses these six stations of divorce which must be successfully mastered in order to regain individual autonomy.

The Hennepin County (1977) Domestic Relations staff add to these six stations the physical divorce, sexual divorce, familial divorce and friendship/companionship divorce and discuss a series of losses that accompany each area. These losses include loss of routine, loss of hope/expectations, loss of place, loss of roles, loss of relationships, loss of form and structure, loss of significant

person, and loss of identity. Each loss is mourned and the phases of loss, as drawn from Kubler-Ross' model (1969) and previously discussed, are denial, depression, anger, bargaining and acceptance.

Brown's model of the divorce process (1977) is the final and most comprehensive model to be considered. She acknowledged that there are several stations of divorce as were described by Bohannan (1970) and Hennepin County (1977) and pointed out that the divorce process has two major phases: the decisionmaking phase and the restructuring phase.

The decisionmaking phase begins with the initial consideration of divorce and the consideration of other alternatives. The individual often reassesses needs and values and assesses the likelihood of change in the marriage. Next, the individual evaluates the impact of the decision to divorce and reaches a point of decision to divorce or separate. The next step of this phase is the development of a plan for implementing the decision in terms of emotional preparation and in practical matters. This phase can take one to two years for individuals married more than five years. According to this model, a person is often ready to make a decision to divorce when he or she is prepared to accept responsibility for the decision and its outcomes and demonstrate absence of anger or affection towards the spouse. Indications that the person is not ready to do this includes the person placing blame on the

spouse for the marital problems and continuing to be angry with the spouse. This usually indicates that there is sufficient emotional involvement with the spouse to prevent any real steps towards divorce. The final step of the decisionmaking phase is the physical separation of the spouses.

The next phase is the restructuring phase and is a time of rapid change and establishment of a new lifestyle. There are five simultaneous components of this phase: the legal aspects; economic aspects; social relationships, old and new; parent-child relationships; and psychological aspects of the divorce.

The legal component is the use of the law to formalize a personal change through establishing eligibility and going through the proper procedural matters. This may be done by consent with the help of a counsellor or lawyer, or it may be contested. In the United States, five to ten per cent of the divorce cases become full-fledged contests (Brown, 1977). Brown suggests that individuals who become involved with these contests find it to be easier to attack their spouse than to accept responsibility for one's part in the marital breakdown.

The second component of the restructuring phase is the economic component which involves the logistics of stretching an income previously used to support one household to cover the expenses of two households.

The third component concerns the drastic changes in the

individual's network of social relationships. Many old friends don't know how to react or feel threatened by the divorce. This frequently leads to the development of new social relationships, often within the subculture of the divorced. Brown (1977) states that social activity is often correlated with positive adjustment to the divorce.

The fourth component is resolving the parent-child relationship and the divorce. This model stresses that an important factor in the child's adjustment to the divorce is the interpretation of the separation to the child and redefining the concept of family while maintaining a positive parental relationship. Brown states (1977) that to children divorce means not only restructuring of their relationships with each parent and a reorganization of household activities and functions, but also reactions which are dependent on the child's age and stage of development. See Gardner (1970, 1971, 1977), Grollman (1975), Ramos (1975), Richards (1976), Stuart and Abt (1972), Kelly and Wallerstein (1976), Wallerstein and Kelly (1976), Wallerstein (1974), and Wallerstein and Kelly (1977). Brown (1977) also emphasizes the priority of providing supportive services to parents before providing direct treatment to children.

The final component of Brown's model (1977) is the psychological aspects of divorce which she describes as understanding and accepting oneself in relation to the marriage and to the divorce, identification of one's needs

and goals and developing plans to meet these needs and goals. The spouse who has initiated the decision to divorce has usually worked through the most painful parts of the separation before the actual physical separation occurs and the noninitiating spouse begins the most painful part of the divorce process at the time of separation. This time lag can produce many conflicts and is often a factor in contested divorces.

The steps in the psychological restructuring process begin with marriage as a primary reference point and includes such stages as denial, acknowledgement of the fact of insurmountable problems or the actual fact of separation, anger and blame, feelings of guilt and failure, management of day-to-day activities, and implementation of small decisions. The next phase of the restructuring process continues with the marriage no longer being the primary reference point. This phase is cyclical and takes time. It includes such subphases as efforts to develop new social relationships, acceptance of separation and divorce, acceptance of and management of change, understanding why the marriage ended and acceptance on one's contribution to the breakdown, assessment of values and needs, establishment of long term goals, and, ideally, the development of some level of autonomy and emotional self-sufficiency.

Brown (1977) concluded her discussion of her model of the divorce process with four recommendations. The first is that there is an ongoing need for services and resources

designed to meet the needs of individuals who are considering divorce, in the process of divorcing, already divorced, or in a one parent family situation. Her second suggestion is that there is a need, at the societal level, to re-examine attitudes toward marriage and other adult lifestyles. Brown's third suggestion is that there is a need for individuals to learn how to manage change and to recognize the importance of options and choices and continuing to grow as individuals and in closest relationships. Her final suggestion is that there is a need for information and research on divorce in order to help professionals to develop new and useful programs.

This concludes the review of literature related to models of the marital or relationship dissolution process. There are many similarities across the models presented in the conceptualization of the dissolution of a relationship as a process which incorporates a broad range of changes in an individual's life with several developmental hurdles to overcome in order to regain a sense of stability and autonomy. Brown's model (1977) is by far the most extensive and served as the conceptual basis for the understanding of the dissolution of a relationship that was used in the development of the POSI-COPE program that is the subject of this study.

Perspectives on Divorce Counselling

Brown (1976 in Olson) stated that divorce counselling began in court-attached counselling units of family or conciliation courts. There is a growing body of literature in this area and the reader is referred to the publication of the International Association of Family Conciliation Courts, the Conciliation Courts Review which was first published in 1963.

Concurrent with this trend toward the provision of short-term conselling within the courts, was the recent development of divorce counselling as a specialty within the marriage and family counselling field (Brown, 1976). At the present time, well-defined training programs for specializing in divorce counselling are very limited in availability (Kressel and Deutsch, 1977). Kessler's National Institute for Professional Training appears to be one of the major existing sources of training in this field.

Brown (1976) defined divorce counselling as an approach to restructuring life patterns and relationships during and after the dissolution of a marital relationship. She emphasized the value of group methods in divorce counselling.

Fisher (1973) defined three phases of divorce counselling. The first phase is predivorce counselling during which time the option to divorce is seriously considered and the counsellor serves as a catalyst to help the couple to explore and come to grips with their problems. Toomim

(1972) has devised a form of structured separation counselling which would fit into this category, and Kressel and Deutsch (1977) also provided extensive information about specific reflexive, contextual and substantive dyadic counselling and negotiation strategies appropriate for this phase and the next phase of divorce counselling.

The second phase of counselling that Fisher (1973) suggested is divorce counselling which may begin at the outset of initiating the legal steps of the divorce process. Short-term conciliation counselling in some court-attached units (Elkin, 1970, 1973, 1975 and 1977) is a form of this phase of counselling. Fisher defined the goals of this form of counselling as prevention of emotional injury to the children, allowing individuals to vent grief and to set up a constructive and cooperative foundation for a reasonable and viable settlement agreement. Froiland and Hozman (1977), and Tubbs (1973) elaborated on specific counselling interventions useful at this phase of divorce counselling.

The final phase of divorce counselling suggested by Fisher (1973) was postdivorce counselling which involves helping the person to perceive himself as a single individual without the former relationship providing a primary reference point. Some tentative goals that Fisher suggested for this phase of counselling were: a reduction of feelings of bitterness and hostility; more understanding and acceptance of self, children and ex-spouse and of one's contribution to the breakdown of the relationship; a return to

work and social activity; effective management of personal affairs; ability to handle new problems; and working at goal-directed change to develop a satisfying lifestyle. Fisher stated that ongoing battles in the custody and access areas often result from the inability of one or both individuals to ultimately accept the separation.

To complete this review of the literature on divorce counselling, a description of divorce counselling programs developed by Elkin (1977) and Wallerstein and Kelly (1977) is presented.

Elkin (1977) described the pioneer postdivorce counselling service of the Los Angeles Conciliation Court in the newly developed Journal of Divorce. This service operates with three assumptions: that the divorce ends the husband/wife roles but not the parent role; that helping parents to cope with their divorce will help their children to cope; and that a divorce is a means of restructuring a family. The goals of this service are primarily to help parents to reach an amicable agreement which serves the best interests of all concerned, particularly the children. Concomitant with the development of this program, data has been collected on the psychodynamics of divorce and research and clinical questions have been generated. One of the major areas of research at this service concerns ongoing conflict between spouses. They postulate that ongoing conflict may indicate that one individual may feel lost and abandoned, or that there is difficulty in accepting that

the marriage is over, or that it may be a cry for help, or that it may be masking strong feelings of anxiety, fear and hurt or, finally, that it may be a defense against growing and a means of avoiding self-awareness and self-responsibility for one's actions. Similar themes were found in the research on the needs and problems of single parents and relationship dissolution models reported earlier.

Wallerstein and Kelly (1977) have done extensive longitudinal research on the divorce adjustment process and have developed a conceptual framework for the development of preventive clinical services for divorcing families. Some of their assumptions in the development of this service were divorce is a time-limited crisis which upsets the coping mechanisms of adults and children and diminishes the adults capacity to parent and that both adults and children may benefit from short-term counselling to clarify their feelings.

Wallerstein, and Kelly (1977) define the period immediately following the separation as the most effective time for intervention because this is a time of considerable anxiety and change and counselling can provide an opportunity for the thoughtful consideration of the long-term implications of decisions and alternatives, especially as they relate to the parent-child relationship. They also found that parents were relatively accessible to interventions regarding their children immediately following their separation due to genuine concern and real or exaggerated guilt.

Wallerstein and Kelly's counselling service was provided by an interdisciplinary team of six and was intended to serve families who were experiencing the formidable tasks and stresses of the dissolution of the relationship but were not in special distress or dealing with unusual circumstances. They emphasized the importance of enhancing and emphasizing the individual's parenting ability at this time and stated that this enhancement of function helped to directly raise an individual's feelings of self-confidence and self-esteem. Strategies they used included helping parents to explain their decision to divorce with their children, assuring support, encouraging a regular continuing relationship with the children on the part of the noncustodial parent, clarifying age-appropriate responses of children to divorce, explaining some of the childrens' concerns and behaviors, etc..

This treatment was very effective in most cases. Treatment failure most frequently occurred when parents were unable or unwilling to perceive their childrens' needs as psychologically separate from their own or have come to counselling with agendas designed to consolidate an adversary position, to force a reconciliation or to protect endangered interests.

This summary of perspectives on divorce counselling further refines the field of investigation in this study. This study focused on the development of a court/community agency sponsored counselling service which overlaps with the divorce and postdivorce counselling phases proposed by

Fisher (1973). Furthermore, it emphasized the provision of a much-needed service to individual parents in conflict, with the anticipated benefits being indirect help to the children involved.

Group Programs for Separated or Divorced Individuals

The literature documenting a need for counselling services for separating and/or divorcing individuals has been surveyed, models of the relationship dissolution process have been considered, and perspectives on divorce counselling have been reported. It is now appropriate to consider, more specifically, group counselling programs that have been recorded and researched in the literature.

Systematic research on group programs for separated individuals has been minimal. Initially, those programs that have not been systematically researched will be examined (Krantzler, 1974; Lyman, 1976; Weiss, 1975; Edwards, 1977; Fisher, 1974; Carter, 1977; Morris and Prescott, 1975; Welch and Granvold, 1977). Then, the few programs that have been studied and evaluated will be considered (Kessler, 1976, 1977 and 1978; Hennepin County, 1977; Gillen, 1976; and Fisher, 1976).

Krantzler (1974) briefly described seminars he has developed to help individuals to cope with the trauma of divorce. He provided a series of anecdotal descriptions of the experiences of members of his divorce adjustment seminars. He did not elaborate on the goals of these seminars nor

provide any systematic data to support the efficiency and effectiveness of these groups.

Lyman (1976) described an experiential course for widowed or divorced students but supplies little data to substantiate the changes he suggests occur as a result of the program. The format he used includes a presentation, followed by a question/discussion period, a break and a volunteered presentation. He speculated that women who have taken the course show considerable changes in self-image and he illustrated this with case examples and 'alpha and beta syndrome' descriptions. He suggested that time helps to cement some of these changes and that the class provides a nonthreatening atmosphere for individuals to express their thoughts and feelings, make friends, and discover that they are not alone.

Weiss (1975) described his Seminars for the Separated in a similar nonsystematic and anecdotal manner. His seminars consisted of eight two and one-half hour meetings which were especially helpful to those in the transitional phase of separation which means that they have not made relatively binding choices and their new identity has not yet crystallized. He suggested that the groups are ideally half men and half women and relatively unstructured with the major task of the leader being to facilitate interchange among participants. He stated that the groups provided information, a sense of community, support, and help in getting the participants moving. He did not document these co

conclusions with data.

Edwards (1977) developed a group entitled Coupling and Recoupling vs. the Challenge of Being Single. Her groups were held in the form of two day weekend workshops and consisted of six to ten members. Her objectives were to point out the positive values of being single, to help all singles to recognize that they have a lot in common, to encourage the development of a supportive community of single persons and to help individuals to develop a sense of their own autonomy. She did not report that she systematically evaluated the accomplishment of these goals in her workshops.

Fisher (1974) developed a program of Counselling/Education Groups for the Divorced with the primary goals of decreasing the confusion and increasing the problemsolving ability of divorced persons. Her groups were held for 12-15 two hour sessions with a minimum of six concurrent individual sessions. The eight to ten people who attend each group had been separated for three years and had expressed a desire to do something about themselves and their life situation. The topics covered were selected from a list generated by the leader from the group. They included broad categories such as life-concepts and consideration of new behaviours and insights, better handling of day-to-day problem situations, self-awareness and self-acceptance with regard to marriage, divorce, living alone, loneliness, dating, sex and remarriage. The format consisted of the introduction of topics within a seminar combined with counselling,

support and the provision of information. The five benefits of these groups that were listed by Fisher (1974) were: lesser cost than individual counselling; can serve more divorced individuals; can serve a wide range of individuals on a continuum from adjusted to maladjusted; can help individuals to gain in understanding and acceptance of self and others; and that the group tended to act as a catalyst for individual change. Fisher based her conclusions on information that can be assumed to be subjective. She did not indicate that any systematic evaluation of the impact of the group or its efficiency was performed.

Carter (1977) developed a group program for divorced women. Her treatment goals, which are in the context of a feminist perspective, were: encouraging autonomy and responsibility for one's behaviour; promoting financial independence; and helping women to counter loneliness through seeking mutual support rather than emotional independence. Her client population was 25-45 year old divorced women. Carter ran two interconnected ongoing groups at a university counselling center. Group one consisted of five to six participants and operated for six to eight sessions of two and one-half hours each. The members of this group had been separated within the past year and were usually in crisis. Each person worked individually with the counsellor during each group session. Members of this group later had the choice to move into the second group, which usually consisted of seven to nine participants, and which operated

regularly for one and one-half hours. Members of this second group may or may not choose to work individually with the group leader. The treatment approach emphasized sharing and helping individuals to recognize that they were not unique in their sense of isolation, and used counselling techniques such as roleplaying, gestalt approaches, values clarification, creative fantasy, behavioural contracting and cognitive restructuring. Carter elaborately defined her methods and goals but she did not systematically evaluate whether she had efficiently and effectively achieved her goals.

Morris and Prescott (1975) developed support groups for college students recovering from the loss of a 'partnership.' The groups were preceded by an interview and met for eight weekly two-hour meetings. The male and female co-leaders used a process counselling approach which followed the conversation and feeling tone of the group, and the leaders intervened occasionally to clarify a point or deal with a problem. They noted three stages of the group. The early stage was a time for focusing on the past, and a time of mourning, ventilation and a need for support. At this point, Morris and Prescott helped individuals to understand their expectations and disappointments of marriage and the causes of the deterioration of their relationship. The mid-stage began when individuals started to view themselves as single individuals in the present rather than as an ex-spouse. At this stage, the group and leaders helped individuals to

clarify the values and goals of their evolving lifestyles. The final stages of the group emphasized planning for the future. Individuals developed a sense of self-confidence based on acceptance in the group and felt encouraged to change. Morris and Prescott did not conduct any systematic research on their groups. Based on their clinical observations they raised a number of issues which suggested the need for further study such as the effectiveness of these groups, a comparison between nondirective member-centred vs. leader-initiated groups, and weekly vs. weekend groups.

Welch and Granvold (1977) came to similar conclusions. They emphasized the need for controlled studies and expressed the hope that their descriptions of educational seminars for separated/divorced individuals may be of heuristic value. Their groups consisted of 30 members aged from 19 to 57 years. The groups ran for three hours per week for seven weeks. Two male co-leaders led the group, using a seminar format which combined a 15-30 minute lecture, small group processing and discussion of the content, followed by exercises with an emphasis on learning specific skills, and a large group summary and debriefing. Topics covered included the emotional impact of separation and divorce and the acceptance of a monadic identity during weeks one and two, coping with the realities of a continuing relationship with one's ex-spouse (especially where children are involved) during weeks two and three, the impact of separation on family and friends during weeks three and four, the impact

of separation on relationships with children during weeks four and five, work and dating during weeks five and six and sexual adjustment as a single adult during weeks six and seven. Therapeutic interventions included group process, cognitive restructuring, modeling and behavioural rehearsal, and homework. The catalytic effect of the group process was particularly powerful as individuals shared experiences, problems, and a creative approach to solving these problems. Cognitive restructuring interventions used Ellis' rational emotive therapy approach by teaching group members to identify irrational assumptions which were creating problems with Roosa's approaches to active problemsolving as reinforcement. Modeling and behavioural rehearsal through roleplaying were helpful in encouraging participants to learn skills leading to problem resolution. Specific homework assignments were given after these exercises to bridge the changes in behaviour from the group to a natural context. Welch and Granvold also discussed the advantages of providing group treatment for postdivorce adjustment. These advantages included providing an opportunity for vicarious learning and for strong peer encouragement and support, enabling some individuals to change more quickly and productively. The use of group treatment also facilitated the development of a viable social/interpersonal network for participants. These conclusions and extensive descriptions of educational seminars for separated/divorced individuals, though based on thoughtful clincial observation, did not provide

systematic information about the efficiency and effectiveness of these groups.

There are a few programs discussed in the literature which provided indications that they had been studied and evaluated.

Kessler provided extensive clinical information about her Divorce Adjustment Groups (1976) and Beyond Divorce Groups (1977) and the beginning of a briefly reported attempt to evaluate the impact of these groups (1978).

Kessler's Divorce Adjustment Groups (1976) consisted of up to 15 members who were physically separated from their spouse and had decided that divorce was imminent. The groups ran for a minimum of five weekly sessions of at least two hours each and used a lecturette/unstructured group process format. Topics covered included a description of the common stages of divorce, a transactional analysis approach to how a person reacts to divorce, a rational emotive therapy approach to changing negative thoughts about oneself and one's divorce, information on divorce reform, and some of the procedural aspects of divorce. The goals of the Divorce Adjustment Groups were to strengthen self-definition and emotional autonomy, to provide support and a sense of belonging to a group of individuals in a similar situation and to teach specific coping skills in dealing with issues surrounding divorce. Some of the therapeutic intervention strategies used in Kessler's groups included cognitive restructuring, assertiveness training, communication skills training,

emotional release and information sharing.

Kessler's Beyond Divorce Groups (1977) were very similar to her Divorce Adjustment groups. The Beyond Divorce groups were eight weeks long, had similar goals, and covered similar topics with a slightly different format. The groups began each session with a sharing of individual issues and then made use of a series of filmed vignettes, discussions and roleplaying related to the vignettes, and structured homework exercises and readings contained within a participant's guide (1977).

Kessler conducted another study (1978) comparing unstructured and structured Divorce Adjustment groups. In the unstructured groups, the leader responded to the needs of individual participants as they arose. In the structured groups, the leader spent some time on the concerns of individual group members and also used the vignettes and roleplaying. The third group was a wait list control group. Each group consisted of ten members. The criteria used to compare the groups were the Tennessee Self Concept Scale, the Self-Description Inventory and a Self-Report Questionnaire. Data were not reported nor made available on request. Kessler's conclusions were:

> "The client's level of satisfaction with the group was significantly higher for the structured than for the unstructured group. The data also suggest that persons having the structured experience ended up with an overall level of self-esteem that was significantly higher than the unstructured experience and the control groups...and the structured group revealed a more positive self identity and

> greater self acceptance than did the unstructured or control groups."
>
> (1978, p.1)

This study by Kessler definitely addressed the issue of the effectiveness of a group program for separated parents. However, without an adequate presentation of data, these results may be questioned. In addition, Kessler did not report any monitoring of the efficiency of her program.

Hennepin County Domestic Relations staff prepared a report on The Divorce Experience (1977), which was a three session program for separated parents. They provided an elaborate description of the program and attempted to evaluate its efficiency and effectiveness through the use of a self-report questionnaire filled out at the end of each session. The program was educational in its approach and served large groups on three major topics: stages of loss and divorce; legal aspects of divorce; and the child's experience of divorce. The goals of the program were to provide information, to help individuals sort out priorities and make better decisions, to reduce unproductive conflict, and to provide an opportunity to share experiences, feelings and problems. Data collected for the Hennepin County program included demographic information and information on perceived benefits of the sessions. The data was not used to facilitate program development and change nor to assess the effectiveness of the program in reaching its goals.

Gillen (1976) studied the effects of paraprofessionally conducted group therapy on the self-concept of divorced or separated persons as measured by the Tennessee Self Concept Scale. The experimental group received four weekly two and one-half hour sessions. The format of the sessions was the introduction of a topic related to divorce followed by a group discussion. There were eight volunteer members of the experimental group and eight members of the control group. No significant differences were found and Gillen concluded that a paraprofessionally conducted therapy group had no effect upon self-concept as measured by the Tennessee Self Concept Scale. It is possible that his groups were not structured enough nor run by well enough trained individuals to have an impact. In addition, Gillen did not collect data on program efficiency. Finally, the program may not have been long enough to result in any significant changes in the group members.

Fisher (1976) conducted a study of people working through the divorce process. He attempted to identify their social and emotional needs and to determine the effectiveness of a ten week three hours per week educational seminar in meeting these needs. There were two groups, an experimental group and a control group, each consisting of 30 members. Measuring instruments included the pilot Fisher Divorce Adjustment Scale, the Tennessee Self Concept Scale, and the Personality Orientation Inventory. Analysis of covariance was applied to the group mean scores of the Fisher Divorce

Adjustment Scale, the Tennessee Self Concept Scale instruments using a .10 level of confidence to determine the significance of the hypotheses. The results indicated that the experimental group significantly improved their adjustment to divorce in their self-acceptance of divorce, disentanglement of love relationship, rebuilding social relationships, total divorce adjustment, and self-concept. Fisher concluded that the divorce adjustment seminar was an effective and practical method of helping people to work through the divorce process. Although this study was the most rigorous of those reported in the literature, it is necessary to indicate that it used a less stringent level of significance (.10) than that normally utilized in research and it neglected to report the efficiency of the implementation of the seminar.

It is clear that there is a paucity of systematic research in the field of group counselling for separated or divorced individuals coping with family change. Programs that are reported in the literature are mainly descriptive and frequently lack a means for introducing planned program change through monitoring the efficiency of the program, and through assessing the effectiveness of the program in meeting its goals. In addition, there are significant methodological flaws in most of the studies that have been conducted in this field. These were noted with the summaries of the literature.

Summary of Literature Review

Literature was reviewed which documents the pervasiveness of marital dissolution and the need for counselling services for separating and/or divorcing individuals. Theoretical perspectives on the relationship dissolution process were surveyed and provided a context for exploring and defining the newly developed field of divorce counselling. Finally, group programs for separated individuals were reviewed and critiqued.

The Nature of this Study

Statement of program goals and strategies. The first step of the development of the POSI-COPE program was to refine and clarify its goals through a distillation of major themes in the literature (Carr, 1977; Epstein and Tripodi, 1977; Oetting, 1977; and Weiss, 1972). There appeared to be three major themes. These were: the intense anxiety that is associated with the changes related to relationship dissolution; the accumulation of negative feelings about self and others that inhibits the process of positive family change; and the lessening of autonomy and self-esteem associated with the drastic changes in identity that occur at this time. Therefore the three goals chosen for the development of the POSI-COPE program were:

1. To provide a supportive and reassuring group environment for participants, leading to a reduction in the intensity of anxiety experienced during the relationship dissolution process.

2. To share information about relationship dissolution and to help participants meet their needs through ventilation of feelings and effective problemsolving leading to a reduction in the accumulation of negative feelings which inhibit the process of positive family change.

3. To encourage participants to be responsible for themselves and their behaviour and to focus on their strengths as parents (with or without custody of their children), leading to a greater sense of autonomy and self-esteem.

The two strategies for assessing the achievement of these goals of lessening anxiety, positive coping with family change and greater autonomy and self-esteem were a formative (process) approach and a summative (outcome) approach to program development.

Formative (process) approach to the development of the POSI-COPE program. This approach consisted of

describing the implementation of the POSI-COPE program and monitoring its efficiency. This consisted of describing each session and reporting the results of a self-report questionnaire administered at the end of each session and a final questionnaire utilized at the last session. The questionnaires are described in Chapter III and the description of the POSI-COPE program and findings on its efficiency appear in Chapter IV.

Summative (outcome) approach to the development of the POSI-COPE program and statement of hypotheses. The second strategy for assessing the impact of the POSI-COPE program consisted of assessing its effectiveness in achieving the three goals specified through the use of three measures. Reduction of anxiety was measured by the use of the State Trait Anxiety Inventory (Spielberger, Gorsuch and Lushene, 1970). Positive coping with family change was assessed through the use of a tool developed during the course of this study, the Adjustment to Change Scale. The final goal of greater sense of autonomy and self-esteem was measured through the use of the Tennessee Self Concept Scale (Fitts, 1964).

Specifically, for this second strategy for the development of the POSI-COPE program, this study investigated the following hypotheses, stated in the null form:

H1 There will be no significant difference (α = .05) in the ratings of the State Anxiety Scale of the State Trait Anxiety Inventory (Spielberger, Gorsuch and Lushene, 1970) between subjects who have participated in the Positive Coping with Family Change Program and those who have not participated in the program.

H2 There will be no significant difference (α = .05) in the ratings of the Adjustment to Change Scale between subjects who have participated in the Positive Coping with Family Change Program and those who have not participated in the program.

H3-H9 There will be no significant differences (α = .05) in the ratings of the Self Criticism, Total Score, Physical Self, Moral-Ethical Self, Personal Self, Family Self and Social Self scores of the Tennessee Self Concept Scale (Fitts, 1964) between subjects who have participated in the Positive Coping with Family Change Program and those who have not participated in the program.

The results of this strategy for program development appear in Chapter V.

CHAPTER III

METHODOLOGY

The sample and assignment of subjects to groups, description of instruments, design of the study, data collection procedures and data analyses used are presented in this chapter.

Sample, Referral Process and Assignment of Subjects to Groups

The sample for the present study consisted of legally separated or divorced parents (with or without custody of the children) who lived within the Vancouver area and were willing to participate in an eight week group program.

The POSI-COPE program was publicized through information memorandums which were sent to Vancouver Family Court Counsellors. This was followed by a presentation at the monthly meeting of Family Court personnel. The information provided included the referral process, the goals and the tentative format of the POSI-COPE program (see Appendix A). Emphasis was placed on obtaining referrals who were parents who had decided their marriage was irrevocably over; who may have had allengthy involvement with the court, and who may have been experiencing unresolved conflicts around the custody and access of their children. In addition, it was requested that Family Court Counsellors refer individuals who were interested in attending the program rather than persons they

felt should attend.

The list of referrals was maintained by two members of the Family Court staff. As names were submitted to the investigator, the individuals were called and informed that two POSI-COPE programs would be conducted and that they would be contacted soon with additional details. Their interest in volunteering to attend the program was also confirmed at this time. Twenty-five of the 27 persons who were referred indicated their initial willingness to participate.

When individuals were recontacted, they were either told the date of the upcoming program and invited to attend or told that they were on a waiting list and would be able to get into the next program.

The investigator used a table of random numbers to assign volunteers to either the treatment group or the wait-list control group but it was not possible to consistently apply this procedure because of such factors as the gradual trickle of referrals, reunion of separated individuals, abrupt changes of addresses, and illnesses. It appeared possible that the two groups may not be randomly equivalent. Consequently, the investigator collected extensive demographic information about the sample and conducted t - tests for the equivalency between groups on demographic and pre-test variables (See Chapters IV and V).

Of the ten individuals assigned to the treatment group, nine completed the POSI-COPE program by attending a minimum of five of the eight weekly sessions. The person that was

eliminated from the treatment group missed several of the sessions due to the illness of herself and her child. In addition, she lived a great distance from the location of the program, which may have also been a factor in her poor attendance. Of the ten individuals assigned to the wait list control group, nine provided data that was usable. The person that was eliminated from the control group was contacted several times and invited the investigator to visit her home numerous times. However, she was unwilling to fill out the postprogram questionnaires within the two-week period following the completion of the treatment group program. Thus, the present study was based on a final sample of nine treatment and nine wait list control group individuals. After the final data was collected, the members of the wait list control group were provided with information about alternate sources of help and were invited to participate in the next program offered.

The demographic characteristics of the sample and the POSI-COPE treatment are described and discussed in Chapter IV.

Description of Instruments

The measuring instruments which were used in this study were the Post Meeting Response Sheet, the Post Program Response Sheet, the Positive Coping with Family Change Program Questionnaire, the State Trait Anxiety Inventory (Spielberger,

Gorsuch, and Lushene, 1970), and the Tennessee Self Concept Scale (Fitts, 1964). The first two measures listed were used for the formative component of this study and the latter three measures were employed for the summative component.

1. Post Meeting Response Sheet

This questionnaire was developed by the writer and used to monitor the efficiency of each session of the program. It consisted of three Likert-type rating scales and several open-ended questions (see Appendix B).

2. Post Program Response Sheet

This questionnaire was developed by the writer to elicit information about client satisfaction and program helpfulness. It consisted of a series of questions using Likert-type scales, two closed form questions and an open-ended question (see Appendix C).

3. Positive Coping with Family Change Program Questionnaire

This questionnaire was developed by the writer and consisted of three sections. The first section was designed to obtain basic demographic information. The second section collected basic information related to the client's ratings of his or her present adjustment in such areas as

home, health and relationships. This section used several Likert-like rating scales. The final section of this questionnaire was an Adjustment to Change Scale which utilized a semantic differential approach (Snider, 1969) and was adapted from a scale developed by the Department of National Health and Welfare (1974) for evaluating services for separating parents. Because the latter scale is a new test, it was necessary to compute the reliability for this measure. The Hoyt Estimate of Reliability was .93. This scale was used to assess the effectiveness of the POSI-COPE program in meeting the goal of positive coping with family change (see Appendix D).

4. The State Trait Anxiety Inventory

The State Trait Anxiety Inventory (STAI) (Spielberger, Gorsuch, and Lushene, 1970) provided a relatively brief self-report measure of both state and trait anxiety. The STAI State Scale consists of twenty statements that ask people to describe how they feel at a particular moment by rating themselves on a four point scale ranging from 'not at all' to 'very much so.' Spielberger (1976) stated that the STAI State Scale can be used in counselling to measure changes in transitory anxiety. The STAI Trait Scale consists of

twenty statements that ask people to describe how they generally feel by rating themselves on a four point scale ranging from 'almost never' to 'almost always.' Spielberger (1976) stated that the STAI Trait Scale is impervious to situational stress and relatively stable over time and that it is a useful tool for selecting subjects who differ in anxiety proneness. Zuckerman and Spielberger (1976) reported high internal consistency coefficients for both their state and trait STAI anxiety scales. They found high retest reliabilities for the trait scale (.73 to .86) and a median .3 retest reliability for the state scale. Zuckerman and Spielberger also reported that they found higher internal reliability coefficients (.89 - .94) when the STAI was administered under conditions of psychological stress. This inventory was used to assess the effectiveness of the POSI-COPE program in meeting the goal of lessening anxiety.

5. Tennessee Self Concept Scale

The Tennessee Self Concept Scale (Fitts, 1964) consist of 100 self-descriptive statements. It provides a standardized multi-dimensional description of the individual's self-concept. Dimensions considered in this study were: Self Criticism Score, Total ; Score, Physical Self,

Moral-Ethical Self, Personal Self, Family Self, and Social Self.

The Self Criticism score is composed of items that are mildly derogatory statements that most people agree would apply to them. Extremely low scores indicate defensiveness and extremely high scores generally indicate normal, healthy openness and capacity for self-criticism. The Total Score reflects the individual's overall level of self-esteem. High scores indicate positive self-worth and low scores indicate negative self-worth. The Physical Self score provides an indication of the individual's view of his or her body, state of health, physical appearance, skills and sexuality. The Moral-Ethical Self score indicates moral worth, relationship to God, feelings of being a 'good' or 'bad' person, and satisfaction with one's religion or lack of it. The Personal Self score reflects the individual's sense of personal worth, feeling of adequacy as an individual and his evaluation of his personality. The Family Self score reflects the individual's feeling of adequacy, worth and value as a family member. The Social Self score reflects the person's sense of adequacy and worth in his social interaction with other people in general (Fitts, 1964).

Reliability coefficients for scores on the Tennessee Self Concept Scale range from .60 to .91. Four types of validation were mentioned in the manual: content validity, discrimination between groups, correlations with other personality measures, and personality changes under particular conditions. The two of most relevance to this study were content validity and personality changes under particular conditions. The former involved the unanimous agreement of a team of judges that an item was categorized correctly. The latter provided a catalogue of several studies which indicate that a measure of self-concept can be useful criterion of personality change. This scale was used to assess the effectiveness of the POSI-COPE program in meeting the goal of greater autonomy and self-esteem.

Design of the Study

The design of this study is diagrammed in Figure 1.

Measures 1 and 2 were used for the formative (process) component of this study and measures 3, 4 and 5 were used for the summative (outcome) component. According to Campbell and Stanley (1963), the summative component of the study utilized a Nonequivalent Control Group Design (p.47). This design controls for the main effects of history, maturation, testing, and instrumentation.

	Time	Measure	Treatment Group	Wait List Control Group
	Pre	3,4		
Session	I	1		
	II	1		
	III	1		
	IV	1		
	V	1		
	VI	1		
	VII	1		
	VIII	1,2		
	Post	3,4,5		

Key:

1-Post Meeting Response Sheet
2-Post Program Response Sheet
3-Positive Coping with Family Change Questionnaire
4-State Trait Anxiety Inventory
5-Tennessee Self Concept Scale

Figure 1. Design of the study

Data Collection Procedures

The Positive Coping with Family Change Questionnaire and the State Trait Anxiety Inventory were administered at the homes of the members of the treatment and control groups during the week before the commencement of the treatment group program.

The Post Meeting Response Sheet was administered to the treatment group after each session of the program and the Post Program Response Sheet was utilized at the end of the eighth and final session.

The Positive Coping with Family Change Questionnaire and the State Trait Anxiety Inventory were readministered and the Tennessee Self Concept Scale was administered at the homes of the treatment and control groups within two weeks after the completion of the treatment group program. Individuals were assured of confidentiality and anonymity through the assignment of matched numbers on all sets of tests. The investigator also provided an opportunity for pre and post test feedback on an individual basis.

Data Analyses

The results of the Post Meeting Response Sheet and Post Program Response sheet are tabulated and reported with the description of the POSI-COPE Program in Chapter IV.

The findings for the summative (outcome) component of the study are reported in Chapter V. The first section of these findings comprised the tests of equivalency between groups, and the second part contained the tests of hypotheses. These analyses were conducted using the standard Statistical Package for the Social Sciences (1975) and the Biomedical Computer Programs P-Series (1977).

The tests of equivalency were conducted to insure that treatment and control groups were equivalent so that differences due to factors measured by the covariates would not influence the tests of hypotheses at the post test condition. Covariates identified were pre Trait Anxiety scores

and pre Adjustment to Change Scale scores.

In the tests of hypotheses, the hypotheses proposed were tested by analysis of covariance. All significance tests in this study were performed at $\alpha = .05$.

Summary

This study was designed to focus on the development of the POSI-COPE program through the use of two strategies: a formative (process) component emphasizing the description of the program and assessment of its efficiency; and a summative (outcome) component emphasizing the assessment of the effectiveness of the POSI-COPE program in meeting its three goals of lessening anxiety, positive coping with family change, and greater autonomy and self-esteem.

The sample and assignment of subjects to groups, description of instruments, design of the study, data collection procedures and data analyses used were presented in this chapter.

CHAPTER IV

DESCRIPTION OF THE POSI-COPE PROGRAM, FINDINGS ON THE EFFICIENCY OF ITS IMPLEMENTATION AND DISCUSSION

This chapter provides a description of the implementation of the POSI-COPE program and reports the formative monitoring information about its efficiency. Topics covered include: pre-program contact with volunteers; the characteristics of the sample; the location, duration and cost of the program; the group leaders; the goals of the program; descriptions of the materials and resources, and the format and content of each session; post-session feedback; post-program feedback; post-program contact with participants; and a discussion of the findings on the efficiency of the implementation of the POSI-COPE program.

Pre-Program Contact with Volunteers

The referral process and the assignment of subjects to the treatment and wait list control groups were discussed in Chapter III.

When the volunteers were notified about the date of the upcoming program or informed that they were on the waiting list for the next program they were also asked if the investigator could come to their home, or meet with them at the Greater Vancouver Family Services offices, to answer

any questions that they might have and to fill out a brief, confidential questionnaire. They were told that the information they provided would be helpful in tailoring and improving the program to meet their needs.

During the pre-program meetings, clients were shown the memorandum written to the Family Court Counsellors and any questions they had about the program were answered. This provided an opportunity to clarify any misconceptions about the program and to encourage and support the individual's decision to come to the group. At this time the individuals also filled out the Positive Coping with Family Change Questionnaire (see Appendix D). They were assured of the confidentiality of the information they provided and were offered the opportunity for feedback at a later date if they were interested.

Characteristics of the Sample

Ten individuals began and nine completed the required minimum of five of the eight sessions of the POSI-COPE program. Nine of the original ten members of the wait list control group were available for post-program questionnaires and feedback.

The data for describing the characteristics of the sample was obtained through the demographic information and rating of present adjustment sections of the Positive Coping with Family Change Program Questionnaire which was completed

by members of the treatment and wait list control group before commencing the POSI-COPE program.

Demographic information collected included sex, age, education, employment status, marital status, length of separation, number and ages of children, where the children were living, and an indication of whether the individual had experienced any major or critical changes within the previous two months. This information is tabulated in Table 1.

The typical person in this sample was female, 25-35 years of age, with some high school, employed full time, and separated for a year or more. In the majority of situations, the children lived with their mother. The average age of the children was less than eight years and the average number of children per family was 1.67. Seven persons reported that major or critical changes had occurred for them within the previous two months and eleven individuals reported that no major changes or critical events had occurred.

Self-rating of present adjustment characteristics included such areas as care of children, discipline of children, daily housekeeping and routines, budgeting and handling money, physical and emotional health of the individual and his or her children, relationships with relatives, relationships with friends, sources of support and help, and level of social and recreational activities. The tabulation of this information is in Appendices E, F, and G.

In addition to the demographic information collected

Table 1

Demographic Characteristics of the Treatment and Control Groups

Variable	Group		
	Treatment (N=9)	Control (N=9)	Total
Sex			
Male	4	2	6
Female	5	7	12
Age			
18-22	1	-	1
23-29	3	5	8
30-39	2	4	6
40-49	2	-	2
50+	1	-	1
Education			
Some high school	5	4	9
High school diploma	1	1	2
Some college or vocational	2	3	5
Bachelor's degree	1	1	2
Employment Status			
Part-time	-	1	1
Full-time	6	4	10
Not Employed	3	4	7
Major or Critical Changes or Events Within Previous Two Months			
Yes	3	4	7
No	6	5	11
Present Marital Status			
Divorced	2	-	2
Separated	5	9	14
Married	2	-	2

Table 1 (continued)

Demographic Characteristics of the Treatment and Control Groups

Variable	Group		
	Treatment (N=9)	Control (N=9)	Total
Length of Separation			
0-1 months	1	1	2
2-3 months	-	-	-
4-6 months	-	4	4
7-12 months	1	1	2
13-24 months	3	2	5
25+ months	4	1	5
Average Number of Children	1.67	1.67	
Ages of Children			
0-5 years	10	8	18
6-8 years	4	6	10
9-12 years	1	-	1
13-18 years	-	1	1
19+ years	-	-	-
Where Children are Living			
With Mother	15	11	26
With Father	-	4	4

about the sample, several general observations about the participants in the POSI-COPE program are noteworthy. All participants were parents who were coping with family change which created a sense of kinship throughout the duration of the program. Two members of the group were married and still coping with concerns relating to family change from a previously dissolved relationship. Some individuals had custody of their children and others did not even have access to their children. The POSI-COPE group had a balance of male and female members, and consisted of individuals of a wide range of ages and at different stages of the dissolution process as described by Brown (1976). This diversity of backgrounds was beneficial in the sense that many of the participants in the group were able to compare and contrast their own experiences with the experiences of the others and, as a result, gained new perspectives on their own situation.

Location, Duration and Cost of the POSI-COPE Program

The POSI-COPE program was held in the group room at Family Services of Greater Vancouver. The room was small, comfortably furnished and quiet.

The sessions were conducted weekly for eight weeks. Each meeting was two hours in duration. Nine individuals completed the required minimum of five sessions of the POSI-COPE program. Individuals who missed a session were

contacted by the leaders, who described what had happened at the session and invited them to attend the next meeting.

The fees for the program were $20 and were waived for the six individuals who could not afford to pay. The expenses for the program were borne equally by Vancouver Family Court and Family Services of Greater Vancouver.

Group Leaders

All sessions were jointly conducted by a Social Worker employed by Family Services and the investigator. The Social Worker has a Master of Social Work degree, has had extensive experience in leading groups for Family Services, and has developed, in conjunction with the School of Social Work at the University of British Columbia, an educational counselling service for children experiencing a parental separation and/or divorce. The investigator is a Counselling Psychology student and has had Family Court Counsellor training and experience with families in conflict.

The Goals of the POSI-COPE Program

The goals of the POSI-COPE program were chosen through a distillation of major themes in the literature (see Chapter II). The goals were stated in outcome terms and included a statement of the process by which it was planned that they be accomplished. The goals of the POSI-COPE program were:

1. To provide a supportive and reassuring group environment for participants, leading to a reduction in the intensity of the anxiety experienced during the relationship dissolution process.

2. To share information about relationship dissolution and to help participants meet their needs through ventilation of feelings and effective problem-solving, leading to a reduction in the accumulation of negative feelings which inhibit the process positive of family change.

3. To encourage participants to be responsible for themselves and their behaviour and to focus on their strengths as parents (with or without custody of their children) leading to a greater sense of autonomy and self-esteem.

The rationale and treatment philosophy underlying these goals are threefold. The termination of a marriage relationship is a disorganizing and reorganizing process in a family with children. Effective emotional resolution of this process has the potential benefits of growth and change for the parents and the children. A time-limited group which provides support, information and encouragement may facilitate the effective resolution of the relationship dissolution process. In summary, the POSI-COPE program concurrently aimed to provide remedial, developmental and

preventive counselling services to separated parents.

The efficiency of the implementation of the POSI-COPE program is examined in this chapter through describing each session and reporting client feedback after each session and at the completion of the program. The accomplishment of the outcome goals is discussed in Chapter V.

Description of, and Efficiency of, Each Session of the POSI-COPE Program

The development of the content and format of the POSI-COPE program incorporated the two approaches of describing each session and of assessing the efficiency of the sessions. The latter was assessed through collecting post-session and post-program participant feedback. These approaches provided information about how the group was implemented and what factors contributed to, or inhibited, the achievement of participant change in the direction of the goals chosen for the program.

Information presented for each session includes materials and resources used, number present, format and content, post-session feedback, and post-program feedback.

SESSION I - INTRODUCTION

Materials and Resources

- name tags
- book display and lending signup sheet

- Helpful Books handout (see Appendix H)
- Post Meeting Response Sheet (see Appendix B)

Number Present - seven

Format and Content

Introductions were made and purposes of the program were briefly examined. This included listing the goals for the group and answering questions generated by this information.

Ground rules were discussed, including fees, regular attendance and the responsibility of each member for obtaining what he or she wanted from the group. The confidentiality of the group sessions was stressed as well as the individual's participation by choice, rather than because their Family Court Counsellor may have suggested it. In addition, the leaders emphasized their desire to maintain a positive climate in the group sessions. An informal atmosphere was enhanced by serving light refreshments at each session.

The POSI-COPE program was described as a discussion and self-help group with occasional brief talks by the leaders and from visiting resource people. Emphasis was placed on the common bond that existed between members of the group who were all parents who shared a concern for their childrens' welfare. It was also stressed that each individual was a resource to the others in the group.

Expectations for the group were shared and discussed to

gain commitment and consensus about the focus of the program. Some of the topics of interest were:

1. Communication with the children,
   - discipline
   - split loyalties
   - how to lessen the trauma of separation.

2. Communication with the ex-spouse,
   - concerns regarding custody and access
   - how to promote more positive relationships.

3. Communication with the system and how the system operates,
   - Family Court
   - legal system
   - social services and community resources.

The tentative outline of the sequence of the next sessions (see Appendix A) was reviewed and modified to meet these expectations. The major modification at this time was to place a greater emphasis on communication skills.

A list of Helpful Books was distributed and briefly discussed. Participants were invited to view a table display of books and to borrow any materials they wished.

Convenient meeting times were confirmed and transportation arrangements were made for the subsequent sessions.

The evening closed with a request for client feedback through the use of the Post Meeting Response Sheet which

elicited information about overall impressions, content, methods of presentation, one-word reactions to the session, significant events, and additional comments (see Appendix B).

Session I Feedback

The participants rated their overall impressions and the content of the program for helpfulness on a Likert scale of 1 to 5, where a rating of 1 was 'not at all helpful' and a rating of 5 was 'very helpful.' The mean rating of overall impressions was 4.7 and the mean rating of helpfulness of content was 4.3 (see Table 2).

Participants also rated the appropriateness of the method of presentation of the program on a Likert scale of 1 to 5 where a rating of 1 was 'not at all appropriate' and a rating of 5 was 'very appropriate.' The mean rating of appropriateness of method of presentation was 4.4 (see Table 3).

Brief participant descriptions of the impact of Session I included, 'interesting,' 'impressive,' 'understanding,' 'encouraging,' 'informative,' and 'concern.' The specific and more detailed comments are compiled in Appendix I. The themes of these comments included: feelings of comfort within the group; awareness of sharing similar difficulties with others; a common concern for children; and anger and frustration with the ineffectiveness of court-enforced orders.

Table 2

Helpfulness of the POSI-COPE Program Sessions to Participants: Mean Ratings on a 5- Point Likert Scale

Variable	Session Number I	II	III	IV	V	VI	VII	VIII
Overall Impressions	4.7	4.0	4.0	4.6	4.6	4.9	4.8	4.3
Content	4.3	3.8	3.9	4.4	4.1	4.6	4.3	4.4
N	7	8	8	5	7	7	6	7

Table 3

Appropriateness of the Method of Presentation of the POSI-COPE Program Sessions to Participants: Mean Ratings on a 5- Point Likert Scale

Variable	Session Number I	II	III	IV	V	VI	VII	VIII
Method of Presentation	4.4	4.3	4.0	4.4	4.4	5.0	4.5	4.4
N	7	8	7*	5	7	7	6	7

* One person did not respond

SESSION II - RELATIONSHIP DISSOLUTION AS A PROCESS

Materials and Resources

- Divorces within a Divorce handout (see Appendix J)
- Marital Dissolution/Phases of Loss handbook (see Appendix K)
- Post Meeting Response Sheet

Number Present - eight

Format and Content

Session I was reviewed, reactions were discussed, and new group members were introduced. Some individuals briefly reported on their week's activities which led to the ventilation of some frustrations and some active problemsolving.

The theme of this session was relationship dissolution as a process on several levels. Two handouts, Divorces within a Divorce and Marital Dissolution/Phases of Loss (Domestic Relations Staff, Hennepin County Court, 1977), were distributed and discussed. These handouts emphasized the multiplicity of changes happening concurrently during relationship dissolution. Participants identified the changes that they had experienced and were currently experiencing. Since everyone in the group was at a slightly different stage, the fact that relationship dissolution is a process became very graphic. Participants noted progress that they had made and/or would like to make, and shared suggestions among themselves. This experience was very beneficial and positively reinforced the bonds between

group members who were in the process of re-forming their identities. Participants explored how they responded to their children, their family and friends and what their needs were at different times. This session marked the beginning of an examination of alternatives and barriers to change, especially relating to the individuals' roles as parents. In addition, some members of the group began to better understand the perspective of their ex-spouse through their interaction with other members of the group in a similar situation, especially relating to issues of custody and access and to sweeping stereotyping of sex roles. This session also allowed some participants an opportunity to examine the positives in relationship dissolution including growth, relief from tension, and new beginnings.

The evening concluded with a request for client feedback through the use of the Post Meeting Response Sheet.

Session II Feedback

The mean rating of overall impressions of the helpfulness of this session was 4.0 and the mean rating of helpfulness of content was 3.8 (see Table 2). The participants' mean rating of the appropriateness of the method of presentation was 4.3 (see Table 3).

Short client descriptions of the impact of Session II included: 'good to listen to other people's problems'; 'concern for parties involved'; 'informative'; 'heart breaking'; 'less bitter'; 'encouragement'; and 'I feel very good.'

Specific and more detailed comments are compiled in Appendix L. The themes of these comments included: interest in the topics discussed; pleasure in sharing with and helping others with similar concerns; more clearly understanding the point of view of the ex-spouse; and recognizing the benefits of positive communication with children.

SESSION III - CHILDREN, FAMILY CHANGE AND COMMUNICATION

Materials and Resources

- Family Encounter, film (1970) and projector
- Post Meeting Response Sheet

Number Present - eight

Format and Content

Session II was reviewed and reactions were discussed. Some individuals reported on their week's activities which encouraged some group problemsolving.

The theme of this session was children, family change and communication. This was introduced by showing the film, Family Encounter (1970) which emphasized the importance and pitfalls of communication between parents and children, through a series of vignettes. Areas of discussion included questions the children in the film were concerned about and how the parents handled these questions. Group members generally felt that the film was too outdated and too disjointed to engender much emotional impact. The focus of

the session moved into the area of communication and feelings behind words. Discussion centred briefly on ambivalence of both adults and children during family change and how children should not be expected to choose between their parents. The group was supportive in discussing the complexity of frustrations surrounding the pending court cases of several individuals. This led into a consideration of the persistence, flexibility and compromise necessary on the part of both spouses to keep access plans satisfactory for both parties. In addition, there was considerable discussion of the problems with discipline on the part of the noncustodial (or access) parent. This led to a group exploration of ways to set limits, particularly when the parent is feeling guilty and afraid of being manipulated. A distinction was also made between developmental and problematic behaviour of children. This discussion was integrated with the information from the Wallerstein and Kelly (1976, 1977) studies on the reactions of children of different age groups to family change and how parents can help by listening, being open and understanding the child's needs.

This session concluded with the completion of the Post Meeting Response Sheet.

Session III Feedback

The mean rating of overall impressions of the helpfulness of content was 3.9 (see Table 2). The participants'

mean rating of the appropriateness of the method of presentation was 4.0 (see Table 3).

Short descriptions of the impact of Session III included 'informative,' 'reassuring,' 'caring,' 'relieved,' 'helpful,' and 'communication.' Specific and more detailed comments are compiled in Appendix M. Two important themes of these comments included: that it was worthwhile to focus on childrens' needs and reactions; and that many individuals were frustrated in coping with access problems both in the legal system and during the actual access visit.

SESSION IV - COMMUNICATION SKILLS AND PARENTING

Materials and Resources

- excerpt from The Prophet by Kahil Gibran handout (see Appendix N)
- Communication Roadblocks handout (see Appendix O)
- To Do With Feelings exercise (see Appendix P)
- Methods of Conflict Resolution (Kaufhold, 1973), available for purchase.
- Post Meeting Response Sheet.

Number Present - five

Format and Content

Session III was reviewed and reactions were discussed. Questions raised were answered and individuals gave a brief progress report. One member of the group appeared briefly

to report her concerns about her child's illness and her disappointment about not being able to attend the group that evening.

The Gibran handout was distributed, read and discussed. This led into a consideration of the painfulness of being left, feeling hurt and still loving the person. This was integrated with the concerns of one parent in the group about the possibility of not being able to re-establish a relationship with his daughter. The group roleplayed this person's request to the court at his upcoming trial. This incident demonstrated clear group support, helped the individual to clarify what he wanted, and provided him with feedback about his approach.

The other side of this issue was discussed with reference to parents who were not interested in seeing their children. Specifically, problems with communicating this to the children were explored.

This led into a consideration of Communication Roadblocks on the handout, integrating this with the experiences of the persons present. The concept of Active Listening was briefly introduced and the exercise, To Do With Feelings was completed and discussed.

The evening concluded with a review of the program at the halfway point. Clients indicated a general satisfaction with the balance of content and discussion and affirmed their need to ventilate their feelings, share and get support. Participants also completed the Post Meeting Response

Sheet.

Session IV Feedback

The mean rating of overall impressions of the helpfulness of this session was 4.6 and the mean rating of the helpfulness of the content was 4.4 (see Table 2). The participants' mean rating of the appropriateness of the method of presentation was 4.4 (see Table 3).

Short descriptions of the impact of Session IV included 'informative,' 'satisfaction,' 'communication,' 'relieved,' and 'helpful.' Specific and more detailed comments are compiled in Appendix Q. The themes of these comments included: very helpful and relieved; less bitter; learning from other people; and dealing with the problems of children.

SESSION V - CHILDRENS' REACTIONS TO FAMILY CHANGE: STRATEGIES FOR PARENTS

Materials and Resources

- Children of Divorce videotape (School of Social Work, UBC, 1978)
- Post Meeting Response Sheet

Number Present - seven

Format and Content

Session IV was reviewed and questions were answered. Participants reported on their week's activities.

The question of specific strategies for dealing with

children during relationship dissolution process was introduced through viewing a videotape, Children of Divorce. This led to a listing of the questions and concerns of children at the time of separation. Questions listed included:

- Do I have to choose between my parents?
- Will I have to go to court?
- Will it ever be the same?
- Who will look after me?
- Will I still see the noncustody parent?

Generating this list of questions led to a discussion of how some individuals had handled some of these issues. Themes in this discussion included: encouraging the expression of negative feelings; the need to provide the child with some information; and recognizing the power of the child's ambivalent feelings. This led to an individualized problemsolving and brainstorming session relating to separation, parenting skills and focusing on the person's strengths.

The videotape also generated a consideration of issues such as the resilience of children and their capacity to adjust. It was pointed out that crisis is temporary, ambivalent feelings are legitimate, and that children should be encouraged to express their fears, concerns and anger.

The session concluded with the completion of the Post Meeting Response Sheet.

Session V Feedback

The mean rating of the overall impressions of the

helpfulness of this session was 4.6 and the mean rating of the helpfulness of the content was 4.1 (see Table 2). The participants' mean rating of the appropriateness of the method of presentation was 4.4 (see Table 3).

Short descriptions of the impact of Session V included 'information,' 'concern,' 'helpful,' 'clear feelings,' 'relieved,' and 'encouraging.' Specific and more detailed comments are compiled in Appendix R. The themes of these comments included the feeling of relief in recognizing they are not alone, and the helpfulness of understanding their childrens' views of relationship dissolution.

SESSION VI - FAMILY COURT COUNSELLORS: QUESTIONS AND ANSWERS

Materials and Resources

- two guest Family Court Counsellors
- Post Meeting Response Sheet

Number Present - seven

Format and Content

Participants briefly discussed news of their previous week. The two Family Court Counsellors were introduced and after a brief talk on how they viewed the function of a Family Court Counsellor, they answered a barrage of questions. Areas discussed included:

- What is reasonable access?
- What are the powers of the court?

- What factors does the court consider important when deciding on custody? What are the courts views on split custody?
- What do Family Court Counsellors do?
- How do you arrange for an order of variance?

Participants were given a clear statement about what Family Court can and cannot do, the difficulties of enforcing the Family Relations Act and the fact that a court order is only as effective as the goodwill and cooperation of the parties involved.

The session concluded with participants completing the Post Meeting Response Sheet.

Session VI Feedback

The mean rating of the overall impressions of the helpfulness of this session was 4.9 and the mean rating of the helpfulness of the content was 4.6 (see Table 2). The participants' mean rating of the appropriateness of the method of presentation was 5.0 (see Table 3).

Short descriptions of the impact of Session VI were: 'informative,' 'helpful,' and 'incredible.' Specific and more detailed comments are compiled in Appendix S. The themes of these comments included: information on maintenance, custody, and access was helpful; and some dissatisfaction with the fact that the court does not provide all of the answers. An individual also pointed out that the sessions may not be long enough.

SESSION VII - CHILDREN, PERSONAL COPING AND COMMUNITY RESOURCES

Materials and Resources

- Breakup film (1973) and projector
- Bill of Rights for Children handout (see Appendix T)
- Parents are Forever pamphlet (see Appendix U)
- Community Resources pamphlet display (see Appendix V for a list)
- Community Resources handout (see Appendix W)
- Post-Meeting Response Sheet

Number Present - six

Format and Content

Session VI was discussed and participants extensively shared and discussed news, issues and problems of the previous week. Particularly notable was the fact that some of the quieter members of the group spoke out more and demonstrated more confidence in expressing themselves than they had during previous sessions.

The topics of children and personal coping were introduced through showing the film, Breakup (1973). This led to a brief discussion of childrens' feelings of responsibility and guilt about the dissolution of their parents' relationship and their fear of the loss of either parents' love. This led into a consideration of how parents can help their children to not only understand what is happening,

but also to feel a sense of security and stability. Individuals in the group also explored how they felt about themselves and their former relationship with their spouse. This included emphasizing self-responsibility and focusing on personal strengths rather than feeling victimized and powerless. Inequities of the court system were considered. Members of the group concluded that the court orders are only as flexible as the individuals concerned. The Bill of Rights for Children and Parents are Forever handouts were distributed and reviewed. The community resources pamphlet display was briefly discussed and the Community Resources handout was distributed.

The session concluded with the completion of the Post Meeting Response Sheet.

Session VII Feedback

The mean rating of the overall impressions of the helpfulness of this session was 4.8 and the mean rating of the helpfulness of the content was 4.3 (see Table 2). The participants' mean rating of the appropriateness of the method of presentation was 4.5 (see Table 3).

Short descriptions of the impact of Session VII included: 'informative,' 'helpful' and 'reassuring.' Specific and more detailed comments are compiled in Appendix S. The themes of these comments included: the value of each member of the group sharing their situation; frustration with the court system; and a feeling of having made some progress

in adjusting to family change. A suggestion was also made that a visit by a legal aid lawyer may be helpful.

SESSION VIII - SUPPORT SYSTEMS, COMMUNITY RESOURCES AND WRAPUP

Materials and Resources

- Community Resources pamphlet display (see Appendix V for a list)
- Network Exercise (see Appendix Y)
- Post Meeting Response Sheet
- Post Program Response Sheet

Number Present - seven

Format and Content

Participants briefly discussed the events and problems of their previous week.

The topic of community resources was introduced and the participants discussed their experiences with services other than Family Court (i.e. Divorce Lifeline, Concerned Fathers, Parents Without Partners, etc.). Information was shared about other resources available in the community and some participants indicated their plans to explore these services.

The Network Exercise was completed and discussed. This exercise allowed individuals to explore sources of support available within their system of family and friends. It

also provided an opportunity to explore who was in their 'discomfort zone' and to consider action plans for improving the situation.

Previous sessions were reviewed and summarized. Individuals noted how their intense feelings of anger, sadness, fear, grief and confusion were subsiding and would eventually be completely resolved. They were relieved to realize that, although a relationship had terminated, they still possessed the strengths and capacities to move on to other endeavours and to cope with whatever the future held for them. The leaders emphasized how helpful and supportive the group members had been with each other and reinfored their caring and concern for the welfare of their children.

Group members discussed their future plans and the value of the POSI-COPE program for them. They collectively expressed a wish to meet again. As a result, phone numbers were exchanged and a reunion was planned to occur within four months.

The evening concluded with the completion of the Post Meeting Response Sheet and the Post Program Response Sheet.

Session VIII Feedback

The mean rating of the overall impressions of the helpfulness of this session was 4.3 and the mean rating of the overall helpfulness of the content was 4.4 (see Table 2). The participants' mean rating of the appropriateness of the method presentation was 4.4 (see Table 3).

Short descriptions of the impact of Session VIII included 'informative,' 'relieved,' 'helpful,' 'encouraging,' 'fun,' and 'sad because it was the last.' Specific and more detailed comments are compiled in Appendix Z. The themes of these comments included: valuing the experiences within this program; and expressing an interest in future sessions.

Post Program Feedback

At the completion of Session VIII, group members filled out the Post Program Response Sheet which elicited information on program satisfaction and program helpfulness (see Appendix C). Participants were requested to rate their impressions of how satisfied they were with different aspects of the POSI-COPE program on a Likert scale from 1 to 5, where a rating of 1 was 'very dissatisfied' and a rating of 5 was 'very satisfied.' The mean rating of the participants' satisfaction with the location of the program was 4.4 and the mean rating of the clients' satisfaction with the physical facilities was 4.7. The mean rating of satisfaction with the length of the program was 3.1 and the mean rating of satisfaction with the overall service received during the program was 4.3 (see Table 4). Specific comments made by participants under this section are compiled in Appendix AA. The themes of these comments included: satisfaction with the program; and a large number of

Table 4

Post Program Ratings of

Satisfaction with Four Aspects of the

POSI-COPE Program: Mean Ratings on

a 5- Point Likert Scale

Variable	Mean Rating
Location of program	4.4
Comfort and attractiveness of physical facilities	4.7
Length of program	3.1
Overall service received	4.3

suggestions for an extension of the length of the program.

Participants were also requested to rate the helpfulness of various components of the POSI-COPE program on a Likert scale from 1 to 5, where a rating of 1 was 'not at all helpful' and a rating of 5 was 'very helpful.' The mean rating of the helpfulness of the handouts was 3.9 and the mean rating of the helpfulness of the presentations/information provided was 4.0. The mean rating of the helpfulness of the films was 3.4. The mean rating of the helpfulness of the group leaders was 4.8 and the mean rating of the helpfulness of group discussion was 4.7 (see Table 5). Specific comments made by participants under this section are compiled in Appendix AA. The themes of these comments included observations that group leaders and resources were effective and helpful. The films were criticized. Requests for additional legal information were made.

Participants were asked if they felt that they required further help or services. Four persons answered this question affirmatively, two negatively, and three persons replied 'maybe!' All participants affirmed their willingness to recommend the program to others (see Table 6).

Additional comments made on the Post Program Response Sheet are compiled in Appendix AA. The themes of these comments were: that the program was very encouraging; that it would be worthwhile for people to be referred to the program early in their family breakup problems; and that special sessions be available to individuals during crisis periods.

Table 5

Post Program Ratings of Helpfulness of Five Components of the POSI-COPE Program: Mean Ratings on a 5- Point Likert Scale

Variable	Mean Rating
Handouts	3.9
Presentations/information provided	4.0
Films	3.4
Group leaders	4.8
Group discussion	4.7

Table 6

Post Program Responses

Question	Response			
	Yes	No	Maybe	N
Based on your experience of this program, would you recommend this program to others?	9	-	-	9
Do you feel that you require further help or services at this time?	4	2	3	9

Post Program Contact with Participants

The researcher met with each participant and member of the wait list control group, within the two week period following the completion of the POSI-COPE program. At this time, the participants completed the Positive Coping with Family Change Questionnaire, the State Trait Anxiety Inventory, and the Tennessee Self Concept Scale. In addition, any questions and concerns on the part of each person were discussed and dealt with. This included providing information and referrals, where necessary.

Four months after the completion of the program, an informal group reunion was held. At this meeting participants shared information about their progress and changes. In addition, they reaffirmed the benefits and value of the POSI-COPE program for them.

Discussion of the Findings on the Efficiency of the Implementation of the POSI-COPE Program

The efficiency of the implementation of the POSI-COPE program was assessed through monitoring client feedback at the end of each session and at the completion of the program. In interpreting these findings, it should be noted that the participant feedback was given directly to the group leaders.

The spread of mean ratings of participant feedback across sessions was small, ranging from 4.0 to 4.9 for

overall impressions of the helpfulness of each session; 3.8 to 4.6 for helpfulness of the content; and 4.0 to 5.0 for the appropriateness of the method of presentation (see Tables 2 and 3). On the post program feedback questionnaire, clients indicated that their mean satisfaction with the overall service received was 4.3, verifying the positive trends indicated in the mean ratings across each of the eight sessions. This was further validated by the written participant comments elicited at the end of each session and at the completion of the POSI-COPE program. The themes of these comments indicated that the POSI-COPE program had provided a supportive and reassuring group environment and that the participants had an opportunity to share and resolve some of their concerns, to gain information about the relationship dissolution process and to affirm their identities as concerned parents. In addition, all participants indicated their willingness to recommend the POSI-COPE program to others, further reinforcing the value of this program for them. This general feedback confirmed the achievement of the process goals of the program. It did not appear to adequately discriminate the elements of the program that facilitated or inhibited its ultimate effectiveness.

A consideration of the specific participant suggestions for program change and the post program ratings of the helpfulness of specific components of the program provided information that had implications for confirming valuable components and for suggesting potential modification of

the POSI-COPE program.

The mean ratings of satisfaction with the location of the POSI-COPE program and with the physical facilities were very positive. The ratings of the helpfulness of the group leaders, the group discussion, and theiinformation provided were marked consistently high (see Table 5), indicating that these components facilitated the achievement of the criteria of program success. In the assessment of future implementations of the POSI-COPE program, specific elements of these three components could be further defined and evaluated as facilitating or inhibiting program success (i.e. What specific information is helpful? Does the sex or therapeutic bias of the leader have an influence? How much group discussion is essential to program success?).

The ratings of the helpfulness of the films was consistently marked at a lower mean level than other components of the program. This indicated the merit of considering whether or not to retain the films in the program, or to determine which of the three films utilized may best be eliminated.

The post program questionnaire feedback indicated that the participants were only moderately satisfied with the length of the POSI-COPE program (see Table 4). According to the models of the relationship dissolution process conceptualized by Kessler (1975) and Brown (1977) statements made by group members indicated that most individuals had reached a stage where the dissolution of their relationship

was emotionally finalized and they were ready to extensively explore and focus on personal growth and to pursue self-chosen goals as a single person. This may explain the requests for a longer program and implies that it may be worthwhile to extend the length of the POSI-COPE program through recontracting with group members who express a wish to explore these issues. The validity of this suggestion is confirmed by replies by participants to the question, 'Do you feel that you require further help or services at this time'? Four of the nine group members replied affirmatively, three replied with 'maybe' and two replied negatively (see Table 6).

Other specific participant suggestions for program change included in the written comments sections were suggestions that people be referred to the program early in their family breakup problems, that special sessions be made available to individuals during crisis periods, and that a legal aid lawyer be invited to the sessions to provide information.

Monitoring the efficiency of this pilot implementation of the POSI-COPE program has provided information which confirms the value of specific components and suggests potential modifications of the POSI-COPE program. As the criteria for the success of the program become more refined, based on the results of continuous monitoring during subsequent implementations of the program, additional facilitative elements of the treatment interventions may be

identified. This would ensure the generation of feedback which has direct implications for systematic decisions about program change. This could involve the experimentation with a variety of content, formats and intervention strategies, and the refinement of approaches to the measurement of the efficiency of the program. The ideal end result would be the development of a service that is accountable and tailored to meet the individual needs of a specific target population.

CHAPTER V

FINDINGS ON THE EFFECTIVENESS OF THE POSI-COPE PROGRAM AND DISCUSSION

In this chapter, the findings on the effectiveness of the POSI-COPE program are reported in two sections: tests of equivalency between groups and tests of hypotheses. This chapter concludes with a discussion of the findings on the effectiveness of the POSI-COPE program.

Tests of Equivalency Between Groups

Pretests of equivalency between treatment and control groups were conducted. These analyses were divided into two parts. The first part concerned tests for equivalency on demographic variables and the second concerned tests for equivalency on the pretest variables. T-tests were used to test for equivalency for all of the variables.

The demographic variables used in the t-tests for equivalency between groups were sex, age, and length of separation from spouse. The results of this analysis indicated that there were no significant differences between the treatment and control groups on these variables. See Table 7 for means and standard deviations for this analysis.

The pretest variables used in the t-tests for equivalency between groups were State Anxiety and the Adjustment

Table 7

T-Tests of Equivalency Between the Treatment and Control Groups on Six Variables

Variable	Group	Mean	S.D.	t (pooled)
Sex	Treatment	1.60	.52	-.95
	Control	1.80	.42	
Age	Treatment	2.80	1.23	.45
	Control	2.60	.70	
Length of Separation	Treatment	4.40	2.17	.72
	Control	3.80	1.48	
State Anxiety	Treatment	38.00	10.60	-.50
	Control	40.80	13.99	
Trait Anxiety	Treatment	45.60	8.36	.41
	Control	43.60	12.80	
Adjustment to Change	Treatment	50.80	8.42	-.42
	Control	53.10	15.37	

* significance α = .05

to Change ratings. The results of this analysis indicated that there were no significant differences between the treatment and control groups on these variables. See Table 7 for means and standard deviations for this analysis.

The results of these tests led to an assumption of equivalence between the treatment and control groups on these variables. However, to guard against the possibility of differential correlations associated with treatment, between the pretest and dependent variables, analyses of covariance were performed in the tests of the hypotheses. Two covariates were chosen because they appeared to have the potential to control for constructs that may be related to the dependent variables. These covariates were Trait Anxiety ratings and Adjustment to Change Scale ratings. These ratings were found to be strongly correlated (-.81) (see Appendix BB).

Tests of the Hypotheses

The nine hypotheses were tested by the procedure of analysis of covariance. The adjusted cell means for these hypotheses appear in Table 8. The covariates used in these analyses were Trait Anxiety and Adjustment to Change Scale ratings.

The results of the tests of hypotheses were as follows:

H1 There will be no significant difference (α = .05) in the ratings of the State Anxiety Scale of the State Trait Anxiety Inventory (Spielberger, Gorsuch and Lushene, 1970) between subjects who have

Table 8

Means and Adjusted Means for

the Dependent Variables

Variable	Raw Means		Adjusted Means	
	Treatment	Control	Treatment	Control
Post-treatment State Anxiety	41.00	44.00	41.52	43.48
Adjustment to Change	53.78	51.56	53.70	51.65
Self Criticism*	40.11	51.78	39.95	51.94
Total Score	47.67	42.00	47.46	42.21
Physical Self	42.44	40.67	42.21	40.91
Moral-Ethical Self	50.33	43.89	50.37	43.85
Personal Self*	52.56	43.44	52.17	43.83
Family Self	50.00	43.00	50.24	42.76
Social Self	46.44	44.22	46.00	44.67

* significance α = .05

participated in the POSI-COPE program and those who have not participated in the program.

The measurement of posttreatment State Anxiety was significantly adjusted (α = .05) for any influence of the covariates: Trait Anxiety and Adjustment to Change (see Table 9).

The results of the analysis of covariance indicated that it was not possible to reject the hypothesis above (see Table 9). Therefore the null hypothesis 1 was accepted and it was concluded that there was no difference in the ratings of the State Anxiety Scale of the State Trait Anxiety Inventory between subjects in the treatment and the control groups.

H2 ' There will be no significant difference (α = .05) in the ratings of the Adjustment to Change Scale between subjects who have participated in the POSI-COPE program and those who have not participated in the program.

The measurement of posttreatment Adjustment to Change was significantly adjusted (α = .05) for any influence of the covariates: Trait Anxiety and Adjustment to Change (see Table 9).

The results of the analysis of covariance indicated that it was not possible to reject the hypothesis above (see Table 9). Therefore the null hypothesis 2 was accepted and it was concluded that there was no difference in the ratings of the Adjustment to Change Scale between subjects in the treatment and the control groups.

Table 9

Effects of the POSI-COPE Treatment on Nine Outcome Measures: Analysis of Covariance

Dependent Variable	Source	S.S.	df	M.S.	F
Post-treatment State Anxiety	Treatment	17.05	1	17.05	.10
	Covariates	1414.72	2	707.36	4.08*
	Error	2429.28	14	173.52	
	Total	3861.05	17		
Adjustment to Change	Treatment	18.89	1	18.89	.17
	Covariates	1211.55	2	605.78	5.37*
	Error	1578.22	14	112.73	
	Total	2808.66	17		
Self Criticism	Treatment	637.43	1	637.43	7.04**
	Covariates	102.30	2	51.15	.56
	Error	1268.15	14	90.58	
	Total	2007.88	17		
Total Score	Treatment	122.58	1	122.58	3.65
	Covariates	575.92	2	287.96	8.58*
	Error	470.08	14	33.58	
	Total	1168.58	17		
Physical Self	Treatment	7.50	1	7.50	.13
	Covariates	885.73	2	442.87	7.47*
	Error	830.49	14	59.32	
	Total	1723.72	17		
Moral-Ethical Self	Treatment	188.77	1	188.77	2.03
	Covariates	223.79	2	111.89	1.21
	Error	1299.10	14	92.79	
	Total	1711.66	17		

Table 9 (continued)

Effects of the POSI-COPE Treatment on Nine Outcome Measures: Analysis of Covariance

Dependent Variable	Source	S.S.	df	M.S.	F
Personal Self	Treatment	308.36	1	308.36	4.97**
	Covariates	1170.56	2	585.28	9.44*
	Error	867.88	14	61.99	
	Total	2346.80	17		
Family Self	Treatment	248.58	1	248.58	3.72
	Covariates	216.45	2	108.22	1.62
	Error	935.55	14	66.83	
	Total	1400.58	17		
Social Self	Treatment	7.92	1	7.92	.23
	Covariates	483.94	2	241.97	7.12*
	Error	475.84	14	33.99	
	Total	967.70	17		

* Covariates significant at $\alpha = .05$

** Treatment significant at $\alpha = .05$

H3 There will be no significant difference (α = .05) in the rating of the Self Criticism Score of the Tennessee Self Concept Scale (Fitts, 1964) between subjects who have participated in the POSI-COPE program and those who have not participated in the program.

The results of the analysis of covariance did not support the hypothesis above (see Table 9). A significant difference for the Self Criticism scale with an adjusted treatment group mean of 39.95 (N=9) and an adjusted control group mean of 51.94 (N=9) was found at α = .05. Therefore the null hypothesis was rejected, indicating a significantly lesser degree of Self Criticism on the part of the treatment group than on the part of the control group.

H4 There will be no significant difference (α = .05) in the rating of the Total Score of the Tennessee Self Concept Scale between subjects who have participated in the POSI-COPE program and those who have not participated in the program.

The measurement of the Total Score was significantly adjusted (α = .05) for any influence of the covariates: Trait Anxiety and Adjustment to Change (see Table 9).

The results of the analysis of covariance indicated that it was not possible to reject the hypothesis above (see Table 9). The results approached significance, however (α = .077). The null hypothesis 4 was accepted and it was concluded that there was no difference in the ratings of the Total Score between subjects in the treatment and the control groups.

H5 There will be no significant difference (α = .05) in the ratings of the Physical Self Score of the Tennessee Self Concept Scale between subjects who have participated in the POSI-COPE program and those who have not participated in the program.

The measurement of the Physical Self Score was significantly adjusted (α = .05) for any influence of the covariates: Trait Anxiety and Adjustment to Change (see Table 9).

The results of the analysis of covariance indicated that it was not possible to reject the hypothesis above (see Table 9). Therefore the null hypothesis 5 was accepted and it was concluded that there was no difference in the ratings of the Physical Self Score between subjects in the treatment and the control groups.

H6 There will be no significant difference (α = .05) in the rating of the Moral Ethical Self Score of the Tennessee Self Concept Scale between subjects who have participated in the POSI-COPE program and those who have not participated in the program.

The results of the analysis of covariance indicated that it was not possible to reject this hypothesis (see Table 9). Therefore the null hypothesis 6 was accepted and it was concluded that there was no difference in the ratings of the Moral Ethical Score between subjects in the treatment and the control groups.

H7 There will be no significant difference (α = .05) in the ratings of the Personal Self Score of the Tennessee Self Concept Scale between subjects who have participated

in the POSI-COPE program and those who have not participated in the program.

The measurement of the Personal Self Score was significantly adjusted (α = .05) for any influence of the covariates: Trait Anxiety and Adjustment to Change (see Table 9).

The results of the analysis of covariance did not support this hypothesis (see Table 9). A significant difference for the Personal Self Score with an adjusted treatment group mean of 52.17 (N=9) and an adjusted control group mean of 43.83 (N=9) was found at α = .05. Therefore the null hypothesis 7 was rejected, indicating a significantly more positive self-rating of the Personal Self Score on the part of the treatment group than on the part of the control group.

H8 There will be no significant difference (α = .05) in the rating of the Family Self Score of the Tennessee Self Concept Scale between subjects who have participated in the POSI-COPE program and those who have not participated in the program.

The results of the analysis of covariance indicated that it was not possible to reject this hypothesis (see Table 9). The results approached significance, however (α = .074). The null hypothesis 8 was accepted and it was concluded that there was no difference in the ratings of the Family Self Score between subjects in the treatment and the control groups.

H9 There will be no significant difference (α = .05) in the rating of the Social Self Score of the Tennessee Self Concept Scale between subjects who have participated in the POSI-COPE program and those who have not participated in the program.

The measurement of the Social Self Score was significantly adjusted (α = .05) for any influence of the covariates: Trait Anxiety and Adjustment to Change (see Table 9).

The results of the analysis of covariance indicated that it was not possible to reject the hypothesis above (see Table 9). Therefore the null hypothesis 9 was accepted and it was concluded that there was no difference in the ratings of the Social Self Score between subjects in the treatment and the control groups.

Discussion of the Findings on the Effectiveness of the POSI-COPE Program

The results supported the conclusions that the POSI-COPE treatment was effective in meeting the criteria of success of reducing Self Criticism andoof increasing positive ratings of Personal Self. These findings are meaningful because the small sample size required that the analyses for the tests of hypotheses be done with few degrees of freedom, resulting in the use of statistical tests with limited power.

These findings of a reduction of Self Criticism and an increase in positive ratings of Personal Self were two of the seven criteria for meeting the POSI-COPE program goal of creating a greater sense of autonomy and self-esteem among the participants. The remaining five criteria of this goal were measured by the Total Score, Physical Self, Moral-Ethical Self, Family Self and Social Self Scores of the Tennessee Self Concept Scale. The results indicated that it was not possible to reject the null hypotheses associated with these five scores.

The second goal of the POSI-COPE program which was to reduce the intensity of participant anxiety experienced during the relationship dissolution process, was assessed through the use of the State Anxiety Scale of the State Trait Anxiety Inventory. The results indicated that it was not possible to reject this null hypothesis, suggesting that the POSI-COPE program was not effective in achieving this goal.

The third goal of reducing the accumulation of negative feelings which inhibit the process of positive family change was assessed through the use of the Adjustment to Change Scale which was developed for this study. The results indicated that it was not possible to reject this null hypothesis, suggesting that the POSI-COPE program was not effective in achieving this goal.

Two of the nine null hypotheses in this study were rejected. It is interesting to speculate as to why it was not possible to reject the remaining null hypotheses.

One possibility is that the outcome measures were not sensitive enough to detect the changes produced by the treatment. In addition, the measures relied on self-report data which is potentially subject to error. This implies that new indicators of the effectiveness of the POSI-COPE program may need to be developed and explored.

Another possibility is that the type of change induced by the treatment takes more than eight weeks to manifest itself. This indicates that a longer treatment period is required or that it may be necessary to measure change at more than one period. This possibility is supported by the participant requests for more sessions which is reported and discussed in Chapter IV (see Table 6).

It is also relevant that since this was the pilot implementation of the POSI-COPE program, it was also a time for the refinement of the potency of the treatment approach. This may have somewhat hampered the effectiveness of the program in achieving its outcome goals.

Another reason that it was not possible to reject seven of the nine null hypotheses may relate to characteristics of the sample. The sample consisted of volunteer subjects. It is possible that volunteers for this program could have come from a more well-adjusted end of the population and that there may have been less room for them to change, as reflected

by the few significant changes on the outcome measures. Also, although the participants expressed similar needs and interests in the program, their readiness, capacity for change and investment in the treatment program may have been variable, resulting in a moderating influence on measurement criteria of the effectiveness of the POSI-COPE program. In addition, the sample size was limited due to factors discussed in Chapter III, resulting in data analyses with small degrees of freedom, thus limiting the power of the statistical tests used. This implies that there is a possibility of having made a Type II Error, i.e. accepting the null hypothesis when it is false. This is plausible to consider because some of the tests of hypotheses approached significance in the hypothesized direction. Experimental mortality also may have affected the findings on the effectiveness of the POSI-COPE program. This has implications for the development of preassessment instruments designed to elicit information on blocks, barriers and client characteristics that effect outcomes.

CHAPTER VI

SUMMARY, CONCLUSIONS, SUGGESTIONS FOR PROGRAM CHANGE AND FOR FURTHER RESEARCH

Summary

The focus of this study was on the development of the POSI-COPE program through investigating its efficiency and effectiveness.

A survey of the literature in this area indicated that there is a paucity of systematic research in the field of group programs for separated or divorced parents coping with relationship dissolution.

Utilizing a Program Development Model of research (Gottman and Markman, 1978), formative and summative strategies for planning and developing the POSI-COPE program were implemented.

The formative strategy involved systematically describing the implementation of the POSI-COPE program and monitoring participant feedback on its efficiency.

The summative strategy for the development of this program involved the assessment of the overall effectiveness of the program and its goals relative to a no-treatment wait list control group. Analysis of covariance was used to test the hypotheses generated within this segment of the study.

Conclusions

A strategy for monitoring and facilitating the ongoing accountability of the developing POSI-COPE program was refined through the findings and ideas generated within the assessment of its efficiency. This implies that with further implementations of this program, factors which inhibit and facilitate the achievement of its goals will be further isolated and refined. This will provide additional decision-facilitating information for systematic program change and increased accountability of the program in meeting the needs of a specific target population.

It has been demonstrated by the pilot implementation of the POSI-COPE program that this treatment intervention was effective in meeting two of the seven criteria of the outcome goal of increasing self-esteem and autonomy among participants. The two criteria achieved were a reduction in Self Criticism and an increase in positive ratings of Personal Self. The POSI-COPE program did not meet the remaining five criteria of this goal which were to increase positive ratings of Total Score and the Physical Self, Moral-Ethical Self, Family Self, and Social Self Scores. The program was also not found to be effective in meeting the criteria of the goals of reducing participant anxiety experienced during relationship dissolution and of reducing the accumulation of negative feelings which inhibit the process of positive family change.

Suggestions for Program Change

1. Increase the length of the program.

2. Systematically alter the content, formats, types of leaders, intervention strategies and target population (see Chapter IV for details).

3. Improve and refine the approaches to the measurement of the efficiency and the effectiveness of the POSI-COPE program.

Suggestions for Further Research

1. Rerun the POSI-COPE program in a variety of forms, using the list of suggestions for program change.

2. Use different and randomized comparison groups, larger sample sizes, and develop preassessment instruments to elicit information on blocks, barriers and client characteristics that effect outcomes.

3. Devise studies to determine the form of participant change produced by the treatment and to ascertain the long term impact of the program on particular behaviours and attitudes or on particular types of clients.

4. Assess the relative costs, benefits and limitations of several types of interventions.

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APPENDICES

APPENDIX A

MEMORANDUM TO: FAMILY COURT COUNSELLORS

FROM: Lucie Hanson (Director of Group Programs) and Heather Hyde (U.B.C.)
Family Services of Greater Vancouver

RE: POSITIVE COPING WITH FAMILY CHANGE PROGRAM (POSI-COPE)

This program is a pilot project which is being run conjointly with Family Court Staff (contact Ann Winter or Bob Morris), Family Services of Greater Vancouver (contact Lucie Hanson, Director of Group Programs) and Heather Hyde (U.B.C.).

I REFERRALS

Referrals may be made through either Ann Winter or Bob Morris (327-9277). It is preferred that the referrals be separated or divorced parents who have been involved with the court over a long period, although this is not a hard and fast requirement. An important requirement is that the family court counsellor ensure that the people who are referred want to come to the group.

Individuals will be contacted by phone by the leaders before the first session. There may be a waiting list. Another program will begin late in May.

II GOALS

1. To provide a supportive and reassuring group environment where participants can identify problems facing them and recognize that they are not really different from other families in conflict, thus providing some relief from disabling pressures. This letting go of the past should lead to a greater sense of autonomy and self-esteem.

2. To provide information and to help parents who are in the process of separating to understand some of their own and their children's needs, problems and concerns and the kinds of behaviour children may exhibit at this time.

3. To share suggestions as to how parenting at this time may be most constructively handled and to provide an impetus to participants to generate their own workable solutions as well as to learn from the coping strategies used by others in the group.

4. To discuss custody and access from the child's viewpoint.

5. To acquaint participants with resources available through the Family Court and in the community and to make referrals where necessary and appropriate, thus increasing cooperation, interaction and planning with other Social Service agencies.

III FORMAT

How? Small group of 10-15 participants to facilitate group interaction and the provision of mutual support.

When? 8 weeks - 2 hour evening (7:30 - 9:30 p.m.) sessions starting on April 3rd, 1978 (Mondays).

Where? At Family Services of Greater Vancouver, 1616 W. 7th Avenue, Vancouver.

Who? Co-leaders: Miriam Webber (Family Services) and Heather Hyde (U.B.C.)

What? Below is a tentative outline which will not necessarily be adhered to rigidly. The program will be tailored to the needs and sharing of the group. The group process is of utmost importance. (For the first group there will also be a research component consisting of questionnaires administered before and after the program).

Session I
- administration of research questionnaires (i.e. self-concept scale, etc.).
- discuss participants and leader's goals and expectations to arrive at a consensus about the program.
- ground rules including fees ($2.50/session), coming on time, the expectation that individuals attend every session or let us know beforehand.

- simple way of introducing group members to each other.
- end with evaluation of evening and feedback.
- hand out Bibliography.

Session II
- lecturette on the loss of a relationship, grieving process (parents and children) and group discussion.
- stress on both positive and negative aspects.
- end with evaluation of evening and feedback.

Session III
- showing of film (Breakup).
- discussion, communication skills emphasis.
- end with evaluation of evening and feedback.

Sessions IV and V
- children - their needs and rights.
- lecturette - How Parents Can Help their Children at this Time.
- audiotape - Richard Gardner (child psychiatrist).
- group discussion.
- hand out Bill of Rights for Children.
- end with evaluation of evening and feedback.

Session VI
- discussion of Custody and Access issues.
- family court staff present to answer questions.
- hand out Parents are Forever pamphlet.
- end with evaluation of evening and feedback.

Session VII
- discussion and presentation relating to resources available in the community for separating parents.
- end with evaluation of the evening and feedback.

Session VIII
- windup and evaluation.
- readministration of research questionnaires.

APPENDIX B

POST MEETING RESPONSE SHEET

Assigned Number _____

Date _____

Meeting Number _____

Your feedback is important to us. Please take some time to explain your answers with specific examples, if possible.

1. What are your overall impressions of this evening's session?

   Not at all helpful 1 2 3 4 5 Very helpful

   Please explain:

2. Was the content helpful to you?

   Not at all helpful 1 2 3 4 5 Very helpful

   Please explain:

3. Was the method of presentation appropriate?

   Not at all appropriate 1 2 3 4 5 Very appropriate

   Please explain:

4. What one word best describes your feeling about what has happened during this session?

5. Were there any significant events? (i.e. Any specific interactions, events, ideas or feelings you experienced this evening that struck you in an interesting or significant way.) Please be specific.

6. Please use the space below for any additional comments that you would like to make about this evening or to make suggestions about future sessions.

APPENDIX C

POST PROGRAM RESPONSE SHEET

Assigned Number _____

Date _____

Program Satisfaction

1. We are interested in how satisfied you are with different aspects of this program. For each of the following questions, use the table below to indicate your degree of satisfaction or dissatisfaction.

Very Dissatisfied	Moderately Dissatisfied	Neither Satisfied Nor Dis-Satisfied	Moderately Satisfied	Very Satisfied
1	2	3	4	5

(a) How do you feel about the location of this program in terms of getting here for service? 1 2 3 4 5

(b) How satisfied are you with the physical facilities (comfort, attractiveness, etc.)? 1 2 3 4 5

(c) How do you feel about the length of this program? 1 2 3 4 5

(d) In general, how do you feel about the overall service you have received in this program? 1 2 3 4 5

Comments:

Program Helpfulness

2. We would like your opinion about which parts of the program you found most helpful. Use the scale below to rate the various aspects of the program in terms of the degree to which they were helpful to you.

Not at all helpful	Not very helpful	No feelings one way or the other	Helpful	Very helpful
1	2	3	4	5

(a)	Handouts (Recommended Reading, Parents are Forever, Bill of Rights, etc.)	1	2	3	4	5
(b)	Presentations/Information provided	1	2	3	4	5
(c)	Film/tape	1	2	3	4	5
(d)	Group leaders	1	2	3	4	5
(e)	Group discussion	1	2	3	4	5

Comments:

3. Based on your experience of this program, would you recommend the Coping With Family Change program to others?

    1. Yes
    2. No
    3. Maybe

4. Do you feel that you require further help or services at this time?

    1. Yes
    2. No
    3. Maybe

5. Please use the space below for any additional comments that you would like to make about this program.

APPENDIX D

POSITIVE COPING WITH FAMILY CHANGE PROGRAM QUESTIONNAIRE

Assigned Number: _____

Date: _____

A. Demographic Information:

1. Sex
   1. Male
   2. Female

2. Age
   1. 18-22
   2. 23-29
   3. 30-39
   4. 40-49
   5. 50+

3. What is the highest level of formal education that you have completed? (Indicate only one)

   1. Some high school
   2. High school diploma
   3. Some college or vocational training
   4. Bachelor's degree
   5. Some graduate work
   6. Completed graduate work
   7. Other, specify: _____

4. Employment status (paid work)

   1. Employed part time
   2. Employed full time
   3. Not employed

5. (a) Marital status

   1. Divorced
   2. Separated (living apart)
   3. Married, considering separation or divorce
   4. Married
   5. Other, specify: _____

(b) If separated or divorced, how long have you and your spouse been separated or divorced?

1. 0=1 month
2. 2-3 months
3. 4-6 months
4. 7-12 months
5. 13-24 months
6. 25+ months
7. Not applicable

6. Please indicate the number of children you have and their sex beside the appropriate age range.

	Number	Sex
1. 0-5 years		
2. 6-8 years		
3. 9-12 years		
4. 13-18 years		
5. 19+ years		
6. Not applicable		

7. With whom are the children now staying?

1. With mother
2. With father
3. Some with mother and some with father
4. With others, specify: _____

B. Rating of Present Adjustment:

8. Using the table below, please indicate how you see your present adjustment in the following areas: (Circle the correct number)

Not applicable	Very poor	Poor	Average	Very good	Excellent
1	2	3	4	5	6

Home:						
(a) Care of children	1	2	3	4	5	6
(b) Discipline of children	1	2	3	4	5	6
(c) Daily housekeeping and routines	1	2	3	4	5	6
(d) Budgeting and handling money ..	1	2	3	4	5	6
Health:						
(e) Your own: Physical	1	2	3	4	5	6
(f) Your own: Emotional	1	2	3	4	5	6
(g) Children: Physical	1	2	3	4	5	6
(h) Children: Emotional	1	2	3	4	5	6

9. Using the table below, please indicate how satisfied you are with: (Circle correct number)

Not applicable	Very Dissatisfied	Moderately Dissatisfied	Neither Satisfied Nor Dissatisfied	Moderately Satisfied	Very Satisfied
1	2	3	4	5	6

(a) Present relationships with relatives	1	2	3	4	5	6
(b) Present relationships with friends	1	2	3	4	5	6
(c) Your level of social/recreational activities	1	2	3	4	5	6

10. Please indicate on each of these scales how you have generally felt during the last month (circle the correct number).

(a) Confident	1	2	3	4	5	Lack of confidence
(b) Sociable	1	2	3	4	5	Lonely
(c) Calm	1	2	3	4	5	Upset
(d) Independent	1	2	3	4	5	Dependent
(e) Motivated (active)	1	2	3	4	5	Fearful (inactive)
(f) Good problem solving	1	2	3	4	5	Poor problem solving
(g) Clear thinking	1	2	3	4	5	Confused thinking
(h) Decisive	1	2	3	4	5	Indecisive
(i) Hopeful	1	2	3	4	5	Hopeless
(j) Less guilty	1	2	3	4	5	Guilty
(k) "Useful"	1	2	3	4	5	"Useless"
(l) Getting things done	1	2	3	4	5	Putting things off
(m) Less bitter	1	2	3	4	5	Bitter
(n) Trusting	1	2	3	4	5	Suspicious
(o) Happy	1	2	3	4	5	Depressed

11. It would be helpful to know if you have seen anyone else for help in the past two months. Please use the table below to indicate how satisfied you were with the help given.

Not applicable	Not at all helpful	Not very helpful	No feelings one way or the other	Helpful	Very Helpful
1	2	3	4	5	6

(a)	Friend	1	2	3	4	5	6
(b)	Neighbour	1	2	3	4	5	6
(c)	Relative	1	2	3	4	5	6
(d)	Medical doctor	1	2	3	4	5	6
(e)	Psychiatrist	1	2	3	4	5	6
(f)	Lawyer/Legal Aid	1	2	3	4	5	6
(g)	Clergyman	1	2	3	4	5	6
(h)	Social Worker/counsellor	1	2	3	4	5	6
(i)	Other, specify_____	1	2	3	4	5	6

12. Have any major or critical changes or events happened in your life in the past two months?

    1. Yes
    2. No

YOUR COOPERATION IN FILLING THIS OUT IS APPRECIATED

APPENDIX E

SELF RATINGS OF ADJUSTMENT (PRE-TREATMENT) FOR THE TREATMENT AND CONTROL GROUPS (HOME AND HEALTH)

Variable	Group:	Rating 1 T	1 C	2 T	2 C	3 T	3 C	4 T	4 C	5 T	5 C	6 T	6 C
Home:													
Care of children		1	-	-	-	-	-	1	3	6	5	1	1
Discipline of children		1	-	-	1	-	1	2	4	4	3	2	-
Daily housekeeping and routines		-	-	-	1	-	1	6	5	2	1	1	1
Budgeting and handling money		-	-	-	1	-	2	6	4	2	1	1	1
Health:													
Physical health of individual		-	-	-	-	-	-	3	3	4	2	2	4
Emotional health of individual		-	-	1	-	1	2	4	4	3	1	-	2
Physical health of children		-	-	-	-	2	-	2	2	2	4	3	3
Emotional health of children		-	-	1	-	2	2	5	2	-	5	1	-

Key

1 Not applicable
2 Very poor
3 Poor
4 Average
5 Very good
6 Excellent
T Treatment group
C Control group

APPENDIX F

SELF RATINGS OF ADJUSTMENT (PRE-TREATMENT) FOR THE TREATMENT AND CONTROL GROUPS (RELATIONSHIPS)

Variable	Group:	Rating 1 T	1 C	2 T	2 C	3 T	3 C	4 T	4 C	5 T	5 C	6 T	6 C
Relationships:													
Relationships with relatives		1	2	±	-	-	1	-	1	4	3	4	2
Relationships with friends		1	-	-	-	-	-	-	1	4	5	4	3
Level of social and recreational activities		1	-	-	-	3	2	1	3	3	2	1	2

Key

1 Not applicable
2 Very dissatisfied
3 Moderately dissatisfied
4 Neither satisfied nor dissatisfied
5 Moderately satisfied
6 Very satisfied
T Treatment group
C Control group

APPENDIX G

RATINGS OF SOURCES OF SUPPORT AND HELP DURING THE TWO MONTHS PRIOR TO THE START OF TREATMENT

Variable	Group:	Rating 1 T	1 C	2 T	2 C	3 T	3 C	4 T	4 C	5 T	5 C	6 T	6 C
Friend		4	2	-	-	-	1	1	1	3	3	1	2
Neighbour		7	7	-	1	-	-	1	-	1	1	-	-
Relative		6	4	-	-	-	1	1	1	1	3	1	-
Medical doctor		5	7	-	1	-	-	-	1	4	-	-	-
Psychiatrist		8	9	-	-	-	-	1	-	-	-	-	-
Lawyer/Legal Aid		4	4	-	2	-	1	1	1	3	1	1	-
Clergyman		6	8	-	-	-	-	1	-	2	-	-	1
Social Worker/Counsellor		2	2	-	-	-	1	1	3	4	3	2	-

Key

1 Not applicable
2 Not at all helpful
3 Not very helpful
4 No feelings one way or the other
5 Helpful
6 Very helpful
T Treatment group
C Control group

APPENDIX H

HELPFUL BOOKS-

POSITIVE COPING WITH FAMILY CHANGE PROGRAM

Bohannan, P. Divorce and after. New York: Doubleday and Co., 1970.

Corrections Branch, Ministry of the Attorney General. Family relations act services handbook. Vancouver, 1976.

Cull, J., and Hardy, R.E. Deciding on divorce. Springfield Ill.: Charles C. Thomas, Publisher, 1974.

Fisher, E.O. Divorce: the new freedom. New York: Harper and Row Publishers, 1974.

Gardner, R.A. The boy's and girl's book about divorce. New York: Bantom Books, 1970.

Gardner, R.A. The parent's book about divorce. New York: Doubleday Books, 1977.

Gettleman, S. and Markowitz, J. The courage to divorce. New York: Simon and Schuster, 1974.

Goode, W.J. After divorce. New York: The Free Press, 1956.

Gordon, T. Parent effectivness training. New York: Peter H. Wyden, 1970.

Gordon, T. Parent effectiveness training in action. New York: Peter H. Wyden, 1977.

Grollman, E. Talking about divorce: a dialogue between parent and child. Boston: Beacon Press, 1975.

Hunt, M. The divorce experience. New York: Mc Graw Hill, 1977.

Kaufhold, D. (ed) Methods of conflict resolution; parent effectivness training:power play or participation. Vancouver: Greater Vancouver Family Services, 1972.

Kessler, S. The American way of divorce. Chicago: Nelson Hall, 1975.

Krantzler, M. Creative divorce. New York: Evans and Co., 1974.

Krantzler, M. Learning to love again. New York: Thomas Y. Crowall Co., 1977.

Moffett, R.K. and Scherer, J.F. Dealing with divorce. Boston: Little Brown, 1976.

Ramos, S. Teaching your child to cope with crisis. New York: David McKay Co., 1975.

Richards, A. and Willis, I. How to get it together when your parents are coming apart. New York: David McKay Co., 1976.

Satir, V. Peoplemaking. Palo Alto: Science and Behaviour Books, 1972.

Sheresky, N. and Mannes, M. Uncoupling: the art of coming apart. New York: Dell, 1972.

Stuart, I.R. and Abt, L.E. (eds) Children of separation and divorce. New York: Grossman, 1972.

Vancouver People's Law School, Family court. Vancouver, 1976.

Weiss, R. Marital separation. New York: Basic Books, 1975.

APPENDIX I

POST MEETING RESPONSE SHEET COMMENTS

SESSION I

1. What are your overall impressions of this evening's session?

   - in a group of seven at least one has shared the same experience and it's good to know you're not the only one.

3. Was the method of presentation appropriate?

   - felt very relaxed and lost my initial nervousness.

4. What one word best describes your feeling about what has happened during this session?

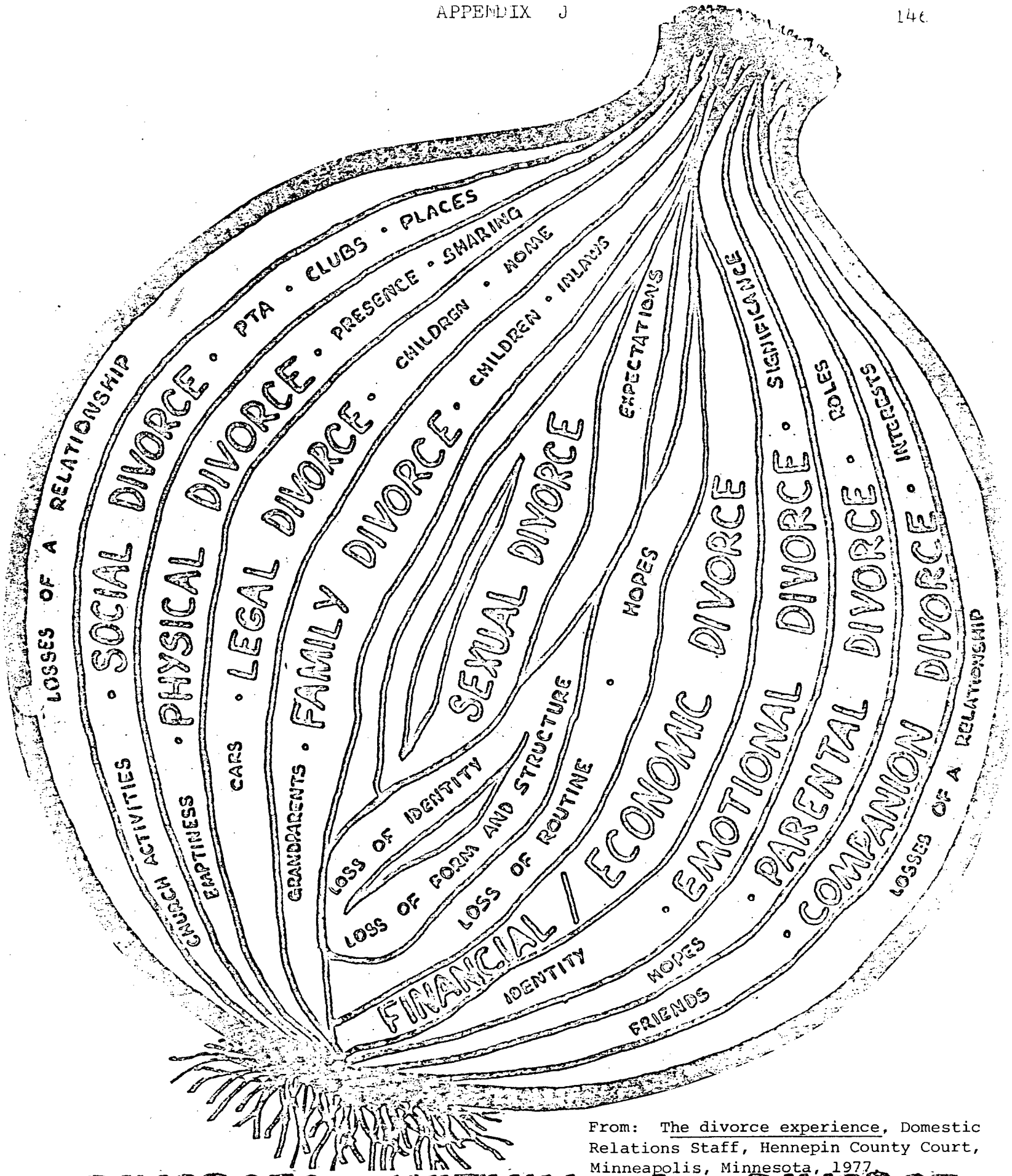
   - interesting, impressive, understanding, encouraging, information, concern, interesting.

5. Were there any significant events? (Any specific interactions, events, ideas or feelings you experienced this evening that struck you in an interesting or significant way.)

   - my problems seem to be the same as the majority.
   - it seems everyone is so interested in what is right for their children.
   - the knowledge that even a court order to gain access is useless and that a breach of that order is just as useless.
   - in my case, I still have a chance for reconciliation at least to get what is coming to me 'now' and not at a later date.

6. Please use the space below for any additional comments that you would like to make about this evening or to make suggestions about future sessions.

   - it also seems wrong that a court order cannot be enforced.
   - very good.



From: The divorce experience, Domestic Relations Staff, Hennepin County Court, Minneapolis, Minnesota, 1977

DIVORCES WITHIN A DIVORCE

APPENDIX K

MARITAL DISSOLUTION/PHASES OF LOSS

DIVORCES WITHIN A MARITAL DISSOLUTION	LOSSES	PHASES OF LOSS
THE SOCIAL/COMMUNITY DIVORCE	LOSS OF ROUTINE	DENIAL
THE PHYSICAL DIVORCE	LOSS OF HOPES/EXPECTATIONS	DEPRESSION
THE SEXUAL DIVORCE	LOSS OF PLACE	ANGER
THE LEGAL DIVORCE	LOSS OF ROLES	BARGAINING
THE FAMILIAL DIVORCE	LOSS OF RELATIONSHIP	ACCEPTANCE
THE FRIENDSHIP/COMPANIONATE DIVORCE	LOSS OF FORM & STRUCTURE	
THE PARENTAL DIVORCE	LOSS OF SIGNIFICANT PERSON	
THE EMOTIONAL DIVORCE	LOSS OF IDENTITY	
THE FINANCIAL/ECONOMIC DIVORCE		

Note: The lines indicate one example of the way in which each list applies to each item on the preceding list.

From: The divorce experience. Domestic Relation Staff, Hennepin County Court, Minneapolis, Minnesota., 1977.

APPENDIX L

POST MEETING RESPONSE SHEET COMMENTS

SESSION II:

1. What are your overall impressions of this evening's session?

   - different subject of one another's problems.

4. What one word best describes your feeling about what has happened during this session?

   - good to listen to other people's problems, understanding, I feel very good, encouragement, informative, less bitter, heartbreaking, concern for the parties involved.

5. Were there any significant events? (Any specific interactions, events, ideas or feelings you experienced this evening that struck you in an interesting or significant way.)

   - it was helpful to learn that some of the experiences I've been through are helpful to others and vice versa.
   - I was very interested in everything.
   - to be persistent in a positive way.
   - to hear other people's problems as well as my own in my opinion are the most significant events.
   - what it's like not having custody of my children.
   - the fear that Sam's wife has. I somehow understand what she is going through.
   - I was very interested in everything that involved each person.

APPENDIX M

POST MEETING RESPONSE SHEET COMMENTS

SESSION III

1. What are your overall impressions of this evening's session?

   - behaviour with other chilren; have been worried about how I'm raising him.
   - will be going back to court.

4. What one word best describes your feeling about what has happened during this session?

   - reassuring, informative, caring, informative, communication, relieved, helpful.

5. Were there any significant events? (Any specific events, ideas or feelings you experienced this evening that struck you in an interesting or significant way.)

   - child's reactions.
   - how so many people don't know what they really want in court. In short, their lawyer seems to keep people illinformed.
   - the feeling of the child was touched upon in greater detail which was my main concern.
   - I found them all to be very helpful.
   - to hear other people's problems.
   - about children's needs.
   - the movie where the parents fight and argue in front of the children.

6. Please use the space below for any additional comments that you would like to make about this evening or to make suggestions about future sessions.

   - the film was a bit old-fashioned and just what is the legal right of the person with access privileges?
   - more about childrens reaction.
   - how to handle kids when they come back from a visit with the father and tell you how it was; when to believe if you don't have any faith in him.

APPENDIX N

EXCERPT FROM THE PROPHET BY KAHIL GIBRAN

Your children are not your children.
They are the sons and daughters of Life's longing for itself.
They come through you but not from you.
And though they are with you yet they belong not to you.

You may give them your love but not your thoughts,
For they have their own thoughts.
You may house their bodies but not their souls,
For their souls dwell in the house of tomorrow, which you cannot visit, not even in your dreams.

You may strive to be like them, but seek not to make them like you,
For life goes not backward nor tarries with yesterday.
You are the bows from which your children as living arrows are sent forth.
The archer sees the mark upon the path of the infinite, and He bends you with His might that His arrows may go swift and far.
Let your bending in the Archer's hand be for gladness;
For even as He loves the arrow that flies, so He loves also the bow that is stable.

The Prophet, by Kahil Gibran; Alfred A. Knopf Publ., 1971.

APPENDIX O

COMMUNICATION ROADBLOCKS

ROADBLOCK #1

You are playing the role of a parent who feels children need firm direction. Therefore, you do a lot of ordering, demanding, and directing. This kind of parent might say such things as:

> "Well, if your grades go down in the class, don't expect a new guitar."
>
> "I don't know what has gotten into you. Now go to your room and think about it until you can act decent again."
>
> "I don't want to hear anymore of that kind of talk around this house again."
>
> "I don't know where you learn such nasty, horrible attitudes, but I do know you are going to unlearn them."

ROADBLOCK #2

You are playing the role of a parent who uses a lot of warning, threatening, or admonishing. Your talk is full of such messages as:

> "If you don't straighten out, no more allowance."
>
> "I'm warning you now."
>
> "Just wait until your father comes home."
>
> "You'll be sorry if you do that."

ROADBLOCK #3

You are playing the role of a parent who typically tries to control your child by moralizing, preaching or obliging by bringing in outside authority. Your talk is full of "shoulds" and "oughts."

"You should know better."

"Proper girls don't behave that way."

"You ought to be kinder."

"The Bible says, "Love your enemies."

"You should turn the other cheek."

"A good child would never act like that."

ROADBLOCK #4

You are playing the role of a parent who attempts to argue away your child's feelings through logic, arguments, instructions and lecturing such as:

"She certainly couldn't have gone through 4 or 5 years of college if she was as stupid as you say."

"You like Mr. Green, the principal, and I'm sure he wouldn't keep her if she were so bad."

"Handling 40 kids everyday is no picnic. She probably gets worn out sometimes."

"I've met her and she's a very neat, friendly person."

ROADBLOCK #5

You are playing the role of a parent intensely interested in helping solve your child's problems with the very best advice or suggestions on what to do or how to handle the situation. This kind of parent might say such things as:

"Maybe you could go and talk to the principal about this."

"What I would do is just 'keep my nose clean' and 'stick it out'."

"Why don't you make an appointment with her after school so she can explain the grading system to you."

"When I was your age, I felt that way about some of my teachers too, but I learned to control my feelings to get along in this world."

"Why don't you ask your school advisor if you could transfer into a different class."

ROADBLOCK #6

You are playing the role of a parent who judges your child's behaviour and feelings with negative criticism, ridicule, blaming or name-calling:

"If you'd just tend to your own knitting, 'Lady Jane', maybe you'd be better off all the way around."

"If she acts anything like you're acting right now, I agree it's pretty bad."

"You don't know the first thing about teaching. Why don't you just learn how to be a good student for a change."

"Act your age."

"O.K., Miss Know-it-all."

ROADBLOCK #7

You are playing a role of a parent who frequently praises your child in an effort to manipulate him to act in a certain way. This kind of parent might say such things as:

"Honey, you've always been so good at getting along with your teachers."

"You've got too much starch in your backbone to let a little thing like that get you down."

"Everyone has always remarked about how easy-going you are and how they wished their kids were."

"Sweetheart, you've always been able to get around 'old crabs' like her. You'll handle it."

ROADBLOCK #8

You are playing the role of a parent who feels very distressed when your child has problems. Therefore, you generally try to talk him out of his feelings through support, reassurance and the life, as exemplified by the following:

> "Everybody feels that way about someone sometimes in their life; you'll forget about it in a couple of days."
>
> "I'm sure if you got to know her better, she wouldn't look so bad to you."
>
> "I know this seems big to you now, but it will go away."

ROADBLOCK #9

You are playing the role of a parent who feels fairly sophisticated in psychological 'know how' and therefore you are highly interpretive and analytical, anxious to get to your child's deeper reasons. This kind of parent might say such things as:

> "I think maybe you're just tired and need a little rest."
>
> "Maybe you feel jealous about not getting the highest grade."
>
> "Maybe Mrs. Morgan reminds you of grandmother."
>
> "If you didn't have your assignment well prepared today, maybe you are just taking it out on her."

ROADBLOCK #10

You are playing the role of a parent who questions, probes and cross-examines all the time so you can help figure out your child's problems. This kind of parent might ask such questions as:

> "How long have you felt this way?"
>
> "Do the other kids feel this way about her?"
>
> "How old is she?'

"Did you ever try talking to her about this?"

"What do the other teachers think of her?"

"When did she tell you about her grading system?"

ROADBLOCK #11

You are playing the role of a parent who does a lot of diverting, by-passing, digressing by such messages as:

"Forget it."

"Why don't you go out and ride your bike."

"Let's not bring up problems today."

"Come help me bake this cake."

ROADBLOCK #12

You are playing the role of a parent who uses a lot of kidding, teasing and sarcasm such as:

"Why don't you burn down the school."

"When did they make you Principal?"

"Did you get up on the wrong side of the bed?"

- Adapted from Gordon, T. Parent effectiveness training. New York: Peter H. Wyden, 1970.

APPENDIX P

TO DO WITH FEELINGS EXERCISE

In each set below, all the sentences convey feelings, i.e. any of them could have been spoken by the same person in the same situation. Each sentence, however, may be either of two different ways of communicating feelings by words.

Put a D before each sentence that conveys feeling by describing the speaker's feeling.

Put a No before each sentence that conveys feeling but does not describe what it is.

Item 1. _____ a. Shut up! Not another word out of you!
_____ b. I'm really annoyed by what you just said.

Item 2. _____ a. Can't you see I'm busy? Don't you have eyes?
_____ b. I'm beginning to resent your frequent interruptions.
_____ c. You have no consideration for anybody else's feelings. You're completely selfish.

Item 3. _____ a. I feel discouraged because of some things that happened today.
_____ b. This has been an awful day.

Item 4. _____ a. You're a wonderful person.
_____ b. I really respect your opinions...you're so well-read.

Item 5. _____ a. I feel comfortable and free to be myself when I'm around you.
_____ b. We all feel you're a wonderful person.
_____ c. Everybody likes you.

Item 6. _____ a. If things don't improve around here, I'll look for a new job.
_____ b. Did you ever hear of such a lousy place to work?
_____ c. I'm afraid to admit that I need help with my work.

Item 7. _____ a. This is a very poor exercise.
_____ b. I feel this is a very poor exercise.

Item 8. _____ a. I feel inadequate to contribute anything in this group.
_____ b. I am inadequate to contribute anything in this group.

Item 9. _____ a. I am a failure - I'll never amount to anything.
_____ b. That teacher is awful - he didn't teach me anything.
_____ c. I'm depressed because I did so poorly on that test.

Item 10. _____ a. I feel lonely and isolated in my group.
_____ b. For all the attention anybody pays to what I say I might as well not be in my group.
_____ c. I feel that nobody in my group cares whether I'm there or not.

APPENDIX Q

POST MEETING RESPONSE SHEET COMMENTS

SESSION IV

4. What one word best describes your feeling about what has happened during this session?

   - satisfaction, information, communication, relieved, helpful.

5. Were there any significant events? (Any specific events, ideas or feelings that struck you in an interesting or significant way.)

   - all the things discussed were good.
   - dealing with the problems of children; learning from other people's problems which I believe are helpful and useful for the other people who are listening.

6. Please use the space below for any additional comments that you would like to make about this evening or to make suggestions about future sessions.

   - very helpful and relieved, less bitter.

APPENDIX R

POST MEETING RESPONSE SHEET COMMENTS

SESSION V

2. Was the content helpful to you?

   - childs views on separation.

3. Was the method of presentation appropriate?

   - film and discussion.

4. What one word best describes your feeling about what has happened during this session?

   - helpful, helpful, encouraging, information, concern, relieved, clear feelings.

5. Were there any significant events? (Any specific interactions, events, ideas, or feelings you experienced this evening that struck you in an interesting or significant way.)

   - it's good relief to know of other people's problems; I'm not alone.
   - videotape reaction of children to separation.
   - the fear of losing my children at one stage.

6. Please use the space below for any additional comments that you would like to make about this evening or to make suggestions about future sessions.

   - I would like to know more about maintenance.

APPENDIX S

POST MEETING RESPONSE SHEET COMMENTS

SESSION VI

1. What are your overall impressions of this evening's session?

   - the opinions of people that are more closely involved with the court system were helpful.
   - very interesting and helpful.

3. Was the method of presentation appropriate?

   - relaxed atmosphere is always best.

4. What one word best describes your feeling about what has happened during this session?

   - informative, helpful, informative, informative, incredible.

5. Were there any significant events? (Any specific interactions, events, ideas, or feelings you experienced this evening that struck you in an interesting or significant way.)

   - yes, people should be advised more readily of the decree nisi information; reasonable access should not be permitted in a supreme court order.
   - that maybe these sessions are not long enough and also in ensuing ones that the people here may be helpful in assisting others.
   - about maintenance and custody and access.

6. Please use the space below for any additional comments that you would like to make about this evening or to make suggestions about future sessions.

   - the tea was great!
   - having guests in from family court or family services is helpful to us all.
   - I don't think we got direct answers for some things - too many ifs and buts.

APPENDIX T

BILL OF RIGHTS FOR CHILDREN*

1. The right to be treated as an interested and affected person and not as a pawn, possession or chattel of either parent or both parents.

2. The right to grow to maturity in that home environment which will best guarantee an opportunity for the child to grow to mature and responsible citizenship.

3. The right to the day-by-day love, care and discipline and protection of the parent having custody of the child.

4. The right to know the non-custodial parent and to have the benefit of such parent's love and guidance through adequate visitations.

5. The right to a positive and constructive relationship with both parents, with neither parent to be permitted to downgrade or degrade the other in the mind of the child.

6. The right to have moral and ethical values developed by precepts and practices and to have limits set for behaviour so that the child, early in life, may develop self-discipline and self-control.

7. The right to the most adequate level of economic support that can be provided by the best efforts of both parents.

8. The right to the same opportunities for education that the child would have had if the family unit had not been broken up.

9. The right to periodic review of custodial arrangements and child maintenance orders, as the circumstances of the parents and the benefit of the child may require.

10. The right to recognition that children involved in a separation are frequently disadvantaged parties and that affirmative steps must be taken to protect their welfare.

*Derived from: Cantor, Judge I. and Ferguson, P.:

"From the Judge's View: Family Counselling in the Conciliation Court: An Alternative to Custody Litigation" in Conciliation Courts Review, 1976. (A paper presented at the Conference by the Connaught Program in Family Law and Social Welfare at the University of Toronto Law School at the Ontario Institute for Studies in Education, Toronto, Canada on November 19th and 20th, 1976).

PREVIOUSLY COPYRIGHTED MATERIAL,

PHAMPLET FROM LEAVES 162-165,

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PHAMPLET: "PARENTS ARE FOREVER"

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10015 S.W. TERWILLIGER BLVD., PORTLAND, OREGON 97219

PRINTED IN U.S.A.

DEAR PARENT,

As you know, a divorce or separation decree cannot and does not end your responsibility as a parent. PARENTS ARE FOREVER. Both parents should make every attempt to continue to play a vital part in the lives of their children. Children need the ongoing interest and concern of their parents. Children must feel they have two parents who love them, even though those parents could not live happily with each other.

It is our hope that the information in this pamphlet will assist you in helping your children cope with your divorce or separation with a minimum of hurt. The practical guidelines which follow are based on the many years of experience of court marriage and family counselors.

If you are like most people, you probably have some feelings of isolation, despair, depression, loneliness, grief, guilt and a loss of self-confidence. You are worried about many things, such as finances, a new social life, employment, fulfillment of sexual needs and the welfare of your children. You can use this present time of difficulty as an opportunity for growth or a surrender to self-pity.

The way you feel about yourself will affect the way your children feel about themselves. **The way you cope with your divorce will in large part determine how your children cope with it.** Yes, you are at a cross-roads and can choose from alternative routes.

One road leads to self-pity, living in the past, nurturing bitterness and turning the children against your former marriage partner. This is a dead-end road which spells trouble for you and your children.

The other road, and the constructive one, leads to becoming involved with experiences that provide opportunities for you to again feel success, to get to know yourself better, restore your self-confidence, reach out for goals that will make your life productive, satisfying and meaningful.

The task of all parents, whether or not a marriage continues, is not easy. All parents make mistakes. But if you have a good relationship with your children and they feel your love and acceptance, they will soon forget your mistakes and remember only your goodness.

Guidelines for Parents

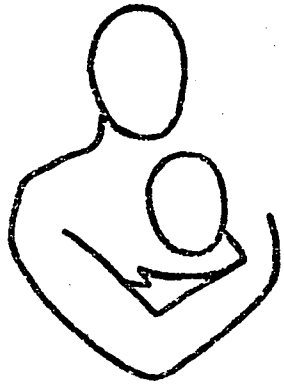
As we have already indicated, the way you cope with your divorce will in large part determine how your children cope with it. Try to use the experience of divorce as an opportunity for personal growth not defeat. In this way you can continue to be effective as a parent and to not only effectively meet your children's needs, but just as important, your own needs as a person. Continuing conflict between you and your marriage partner during and after divorce can interfere with your effectiveness as a parent.

1. **Allow yourself and your children time for readjustment.** Convalescence from an emotional operation such as divorce or separation is essential.
2. **Remember the best parts of your marriage.** Share them with your children and use them constructively whether or not you have custody.
3. **Assure your children that they are not to blame for the breakup and that they are not being rejected or abandoned.** Children, especially the young ones, often feel they have done something wrong and believe the problems in the family are the result of their misdeeds. Small children may feel that some action or secret wish of theirs has caused the trouble between their parents.
4. **Continuing anger or bitterness toward your former partner can injure your children far more than the divorce or separation itself. The feelings you show are more important than the words you use.**
5. **Refrain from voicing criticism of the other parent.** It is difficult but absolutely necessary for a child's healthy development. It is important that the child respect both parents.
6. **Do not force or encourage your children to take sides.** To do so encourages frustration, guilt and resentment.
7. **Try not to upset a child's routine too abruptly.** Children need a sense of continuity and it is disturbing to them if they must cope with too many changes at once.
8. **Divorce or separation often leads to financial pressures on both parents.** When there is a financial crisis, the parents' first impulse may be to try to keep the children from realizing it. Often, they would rather make sacrifices themselves than ask the child to do so. The atmosphere is healthier when there is frankness and when children are expected to help.

9. **Marriage breakdown is always hard on the children.** They may not always show their distress or realize at first what this will mean to them. Parents should be direct and simple in telling children what is happening and why, and in a way a child can understand and digest. This will vary with the circumstances and each child's age and comprehension. The worst course is to try and hush things up and make children feel they must not talk or even think about what they sense is going on. Unpleasant happenings need explanation which should be brief, prompt, direct and honest.

10. **The story of your divorce or separation may have to be retold after the children get older and consider life more maturely.** Though it would be unfortunate to present either situation as a tragedy and either parent as a martyr, it would be a pity also to pretend there are no regrets and that the breakdown of a marriage is so common it hardly matters.

11. **The guilt parents may feel about the marriage breakdown may interfere in their disciplining the children.** A child needs consistent control and direction. Over-permissiveness, or indecisive parents who leave a child at the mercy of every passing whim and impulse interfere with a child's healthy development. Children need and want to know quite clearly what is expected of them. Children feel more secure when limits are set. They are confused when grown-ups seem to permit behavior which they themselves know to be wrong and are trying to outgrow. Children need leadership and sometimes authority. Parents must be ready to say "NO" when necessary.

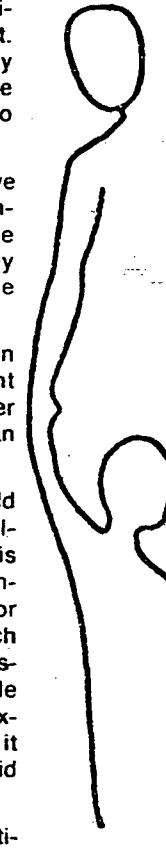


Visitation Guidelines

The behavior of parents has a great influence on the emotional adjustment of their children. This is equally true after the breakdown of a marriage. The following visitation guidelines have been found to be helpful in achieving meaningful visits:

1. It is important to try to maintain contact between the child and the parent who has left home. Maintaining some form of contact helps the child deal with his fantasies which are much worse then the reality of what is happening; helps to decrease feelings of rejection; decreases feelings that the divorce happened because he is a bad child; reduce his feelings that he may never see the other parent again.

2. Visits should be pleasant not only for the children but for both parents. Visitation should help your children maintain a positive relationship with their visiting parent. It is important that neither parent verbally or physically attack the other parent in the presence of the children. Children tend to view such attacks as attacks on them.



3. The parent with whom the children live must prepare them physically and emotionally for the visit. The children should be available promptly at the time mutually agreed upon and returned at the time agreed upon.

4. The visits should not take place only in the children's home. The visiting parent may wish the children to visit in his or her home overnight, or may want to plan an enjoyable outing.

5. The question is often asked, "Should the father take the children to the girlfriend's house?" The same question is asked about the mother if she is the noncustodial parent. Visitation is the time for the children and parent to be with each other; to enjoy each other; to maintain positive relationships. Having other people participate may dilute the parent-child experience during visitation. However, it should not be ruled out altogether. Avoid "parades."

6. Visits should be as frequent as practical. Any schedules established should be flexible. Should scheduled visits need to be cancelled (and sometimes they have to be), inform the other parent as soon as possible

con't

APPENDIX V

COMMUNITY RESOURCE PAMPHLETS DISPLAYED

Beyond Divorce and Separation

- course presented by John Satterberg Through UBC Department of Continuing Education, June 28 - August 16, 1978.

Childrens' Play Resource Centre

- Britannia Community Services Centre

Divorce Lifeline

- sponsored by Christ Church Cathedral, North Shore Living and Learning Centre, Pastoral Institute, and YWCA.

Family Court

- Vancouver People's Law School

Family and Youth Counselling Service

- Alcohol and Drug Commission

Family Violence Resource List

- Task Force on Family Violence, United Way of Greater Vancouver.

Free Law Classes, Summery 1978.

- Vancouver People's Law School

Groups Galore and Counselling For Individuals, Couples and Families

- Family Services of Greater Vancouver

Information Children

- Psychology Department, Simon Fraser University.

Legal Aid Society and Lawyer Referral Service Pamphlets

- i.e. Marriage is a Contract; Wife's Protection Act; Marital Separation.
- Canadian Bar Association, B.C. Branch, Family Law Section.

Legal Resource Centre

- Legal Services Commission.

LIFE (Living is for Everyone) Resource Centre

- for widowed, separated, and divorced women.

The Pastoral Institute of British Columbia

- calendar and pamphlets on counselling services.

Parental Stress Line

Single Parents Groups

- list produced by Single Parents Resource Centre of Single Parents clubs in the Lower Mainland.

Women and the Law

- Vancouver People's Law School.

A Woman's Place

- multilingual services, Employment and Immigration Canada.

APPENDIX W

COMMUNITY RESOURCES

Canadian Single Parents Association, #353-588 East 5th Ave., Vancouver, 876-6379.

- organizes family activities and outings for parents with or without custody of the children; assists with traumas of single parenthood.

Catholic Community Services, #102-150 Robson St., Vancouver, 687-4557.

- provides individual, family and marriage counselling.

Divorce Lifeline, #385-1425 Marine Drive, West Vancouver, 922-3535.

- monthly meetings are held at Christ Church Cathedral, 690 Burrard St., Vancouver, every fourth Tuesday of every month; counselling and support on a weekly group basis for those who are separating, have separated, or have recently obtained a divorce; fees on a sliding scale according to income, and negotiable.

Family Services of Greater Vancouver, 1616 West 7th Ave., Vancouver, 731-4951.

- family counselling for individuals or families; group sessions.
- fees may be waived or charged according to ability to pay.

Info Children, Psychology Department, Simon Fraser University, 291-3548.

- resource information bank and referral service for parents of young children.

Jewish Family Service Agency, 950 West 41st Ave., Vancouver, 266-2396.

- casework services for individuals and families with personal and social problems, marital, parent-child, and other difficulties.

Lawyer Referral Service, 682-6381.

- will provide you with the name of a lawyer from whom you may seek advice for a nominal charge of $5.00 for a one-half hour interview.

Legal Aid Society, 257 East 11th Ave., Vancouver, 872-0271 and 195 Alexander St., Vancouver, 687-1831.

- for those who cannot afford a modest fee, or who cannot afford to pay the fee all at once, this society will put you in contact with a lawyer who will either accept a lesser fee or reasonable monthly payments.

Pastoral Institute of B.C., 2950 Laurel St., Vancouver, 879-5788.

-inter-faith agency offering personal, family and marriage counselling.

Parental Stress Line (VRB), 1946 West Broadway, 734-2323 (6:00 to 10:00 p.m.)

- telephone lay counselling for parents in stressful or difficult situations with their children.

Parents in Crisis Society, #101-26 Lorne St., New Westminster, 525-6033 or 24 hours, 584-9818.

- helps parents suffering from stress.

Parents Without Partners, 2097 West 44th Ave., Vancouver, 266-7624.

- serves educational and social needs of single parents and their children.

Project Parent (VRB), 2800 Block East Broadway, Vancouver, 733-8111.

- helps groups of parents to work at maintaining a stable home life for themselves and their children.

Unitarian Family Life Centre of Vancouver, 949 West 49th Ave., Vancouver, 263-0624.

- individual and family counselling services, workshops, education and training programs.

Vancouver Family Court, Intake Worker, 2625 Yale St., Vancouver, 255-5131.

- short term crisis counselling, referrals, etc.

APPENDIX X

POST MEETING RESPONSE SHEET COMMENTS

SESSION VII

1. What are your overall impressions of this evening's session?

   - Kathy spoke up re her situation and I feel the fact that you could trust this group situation to explain a problem as difficult as hers, proves it is of some relevance.
   - once again the film did not deal directly with our situation and I felt that the group leaders presented more relevant information.
   - the movie was sad; I wish we could see more movies like it.

4. What one word best describes your feeling about what has happened during this session?

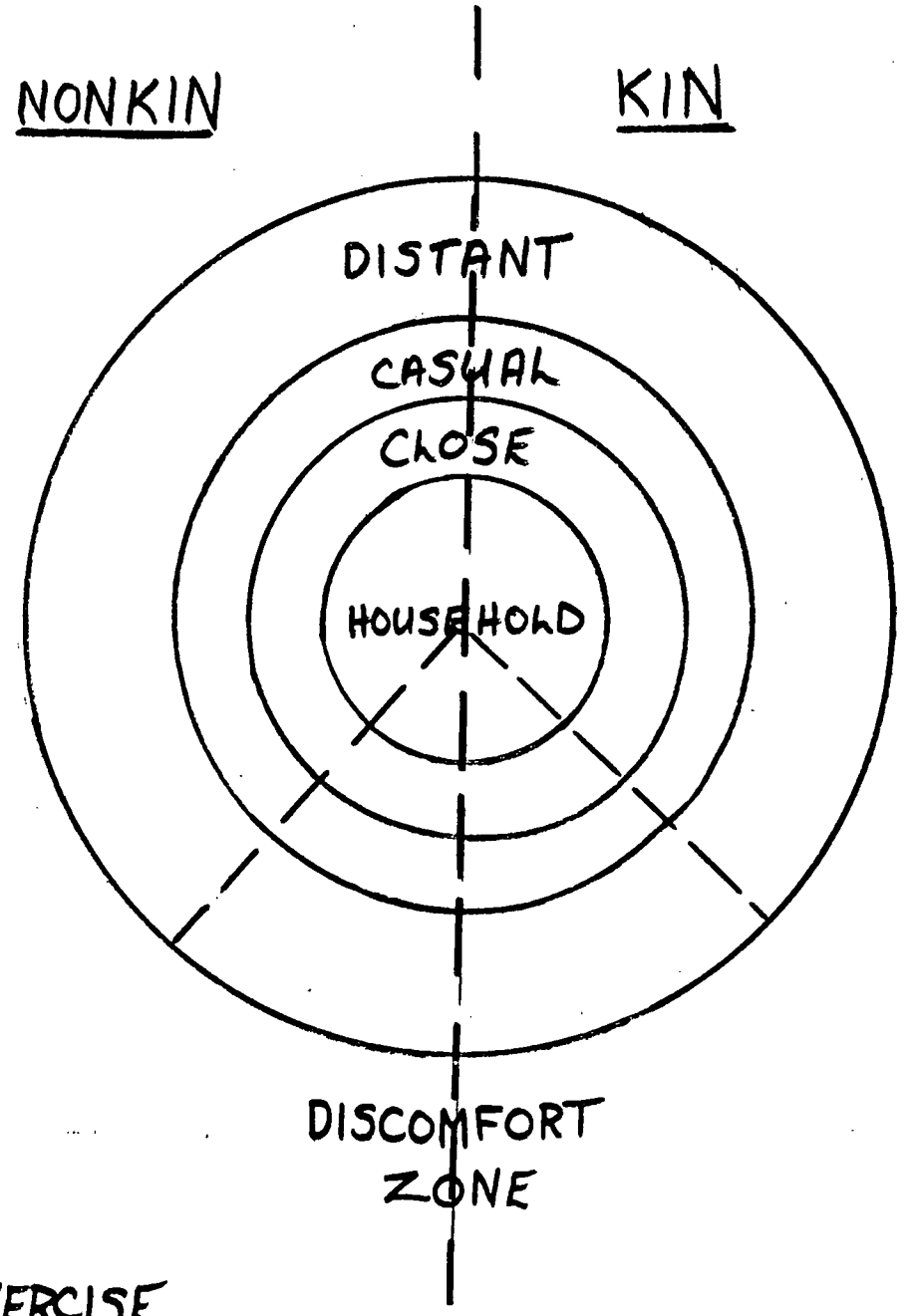
   - reassuring, helpful, helpful, informative.

5. Were there any significant events? (Any specific interactions, events, ideas or feelings you experienced this evening that struck you in an interesting or significant way.)

   - I realize that some people take a while to open up in front of other people but even to hear other experiences has to be beneficial to us all in one way or the other.
   - there were two specific cases in our group that proved the ineffectiveness of the court system.
   - all areas were good.
   - my separation and divorce, how I faced it and trying very hard to make the best for the future.

6. Please use the space below for any additional comments that you would like to make about this evening or to make suggestions about future sessions.

   - it would be helpful if there was a legal aid lawyer (or equivalent) to give exact answers re legal options. It was more than helpful to understand our situation and realize the problems of others but the same questions re court ineffectiveness came up and were never solved.
   - the meeting brings back bad memories but I do feel good about it.



NETWORK EXERCISE

△ Female
□ Male

APPENDIX Z

POST MEETING RESPONSE SHEET COMMENTS

SESSION VIII

1. What are your overall impressions of this evening's session?

   - overall comments were interesting.

3. Was the method of presentation appropriate?

   - the resources were interesting but I do not need them right now; I found help through family court and legal aid.

4. What one word best describes your feeling about what has happened during this session?

   - encouragement, helpful, encouragement, informative, encouragement, relieved, fun and sad because it was the last.

5. Were there any significant events? (Any specific interactions, events, ideas or feelings you experienced this evening that struck you in an interesting or significant way.)

   - future possible meetings.
   - all events were very good.

6. Please use the space below for any additional comments that you would like to make about this evening or to make suggestions about future sessions.

   - I highly recommend that sessions of this type be made available as needed on a regular basis.

APPENDIX AA

POST PROGRAM RESPONSE SHEET COMMENTS

1. We are interested in how satisfied you are with the different aspects of this program. (Aspects rated and compiled in Table 4, are location, physical facilities, length of the program, and overall service). Comments made under this section were:

   - the only thing is that maybe it could have been longer; it may be just curiousity but I'm interested in finding out how the other people are getting on.
   - it was a little warm on most nights; very informal (great!).
   - feel two or three more sessions would have been helpful (couldn't make it a couple of nights - sorry!).
   - more legal advice (lawyers available).
   - very good and encouraging effort for a pilot session.
   - would like to see the program last longer but enjoyed it very much.
   - I wish this program could go on in other ways like meeting once in a while and in future if we have any problems, there'll be someone to talk to. I feel that after attending this program, I lost lots of feelings I had for my husband.

2. We would like your opinion about which parts of the program you found most helpful. (Aspects rated and compiled in Table 5 are handouts, presentations, films, group leaders, and group discussion). Comments made under this section were:

   - the book I received was very feeling and well written.
   - the Family Court Counsellors had a realistic attitude to childrens' needs and feelings.
   - films poor, very outdated.
   - group leaders very effective in 'reading' out the situation that might otherwise been thought of as comical.
   - a few reserved people, but felt even they admitted and accepted their own situation, the biggest step.
   - program should be informative as to family law, emotionally supportive, deal with individual problems as much as possible.
   - both the program, the leaders and the people were very kind, easy to talk to and the presentations were appropriate.

5. Please use the space below for any additional comments that you would like to make about this program.

- very encouraging.
- recommend the program before the actual divorce, more helpful; breaks the fall.
- I feel fairly well established butthe knowledge that sessions are available in rough spots would be helpful.
- I highly recommend that a program of this kind be made available on a continuing basis. People should be able to be referred to such a program <u>early</u> in their family breakup problems.

APPENDIX BB

Intercorrelations of Pre Test and Post Test Variables:
Pre-Trait Anxiety (TrAnx), Pre-Adjustment to Change (PreACh),
Post State Anxiety (StAnx), Post Adjustment to Change (PosACh),
Self-Criticism (SelfCrit), Total Score (TotSc), Physical Self (PhyS),
Moral-Ethical Self (MorEthS), Personal Self (PerS),
Family Self (FamS), and Social Self (SocS)

	Pre Test		Post Test								
Variable	TrAnx	PreACh	StAnx	PosACh	SelfCrit	TotSc	PhyS	MorEthS	PerS	FamS	SocS
Pre Test:											
TrAnx	1.000										
PreACh	-0.811	1.000									
Post Test:											
StAnx	0.587	-0.570	1.000								
PosACh	-0.506	0.656	-0.750	1.000							
SelfCrit	0.091	-0.176	0.087	-0.193	1.000						
TotSc	-0.645	0.695	-0.662	0.515	-0.391	1.000					
PhyS	-0.634	0.712	-0.680	0.698	-0.219	0.818	1.000				
MorEthS	-0.258	0.356	-0.130	-0.054	-0.437	0.759	0.463	1.000			
PerS	-0.679	0.683	-0.703	0.642	-0.253	0.889	0.752	0.516	1.000		
FamS	-0.099	0.289	-0.309	0.161	-0.295	0.510	0.250	0.398	0.290	1.000	
SocS	-0.712	0.571	-0.564	0.299	-0.279	0.846	0.638	0.673	0.719	0.193	1.000

NOTE - Sample size is 18

at α .05 correlations greater than .250 are significant.

at α .01 correlations greater than .325 are significant.