The Development of the *Deployment Resilience Seminar*

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ABSTRACT

A primary stressor in the South African Navy is the routine deployment of men to sea. This requires repeated adjustments of the family system, decreasing family well-being, which in turn decreases the morale, productivity and retention of sailors. This dissertation describes and critiques the process of developing an occupational social work intervention to assist families in resisting the stress of deployments, that is, to increase their 'deployment resilience.'

The study began with four years of problem analysis, comprising an analysis of clinical work, a literature review, a sample survey of the experience of sailors and their wives of naval deployments, an investigation of factors associated with effective coping and a social survey of naval employees. The resultant data were reviewed and seven factors associated with deployment resilience were identified and operationalized. These factors included emotional containment, presence of social supports, financial preparedness, adjustment of children, a 'husband-aware' family structure, a secure and progressive marital relationship and positive attitudes towards the navy and deployments.

A one day seminar to enhance these seven factors was designed, the process of which is described. The first complete trial implementation of the Deployment Resilience Seminar is described and evaluated. The seminar was attended by 34 individuals, representing 18 couples, from one of the Navy's ships. The implementation was, on the whole, successful, although some changes were required. The seminar was rated as helpful by subjects, who completed a seminar evaluation immediately after the seminar and two months thereafter. Pre-seminar and post-seminar assessments of participants were conducted at a two month interval using three scales: the Heimler Scale of Social Functioning, the Family Assessment Device and the Deployment Resilience Scale (being developed by the author). T-tests of the 24 participants who returned both sets of questionnaires indicate that the seminar was successful in enhancing the social and family functioning and deployment resilience of participants. Participants who actively implemented changes based on the seminar evidenced substantially greater improvements than those who did not.

Implications of the seminar for military and civilian communities and areas requiring ongoing design and development are discussed. Recommendations to naval management to reduce the risk of deployment stress are suggested.

The views expressed in this work are those of the author alone and not those of the South African Medical Services, the South African National Defence Force or any other organization.

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I am also grateful to the members of the South African Navy, particularly at SAS CHAPMAN, who have been willing to participate in my surveys and to be guineapigs in the first implementation of the Deployment Resilience Seminar. The entire project is grounded in their relating of their needs and experiences, and I have deeply enjoyed my five years in their community.

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CONTENTS

LIST OF TABLES

LIST OF FIGURES

❦ CHAPTER ONE ❦
INTRODUCTION

Two primary goals can be met through human sciences research: the acquisition of knowledge and the development of new means of helping people. The former goal has, perhaps, dominated the field of social science, resulting, at times, in large collections of knowledge without significant benefit to the people about whom the knowledge has been accumulated. The author, too, has been guilty of this acquisition of knowledge for its own sake. Several years ago, however, the author realized that for research to be meaningful, it must speak *into* the human experience, not merely *about* it. This began a process of collecting knowledge which could benefit the people with whom the author worked. This dissertation is a reflection of a moment in time during this process.

The author was a social worker at the Institute for Maritime Medicine (IMM), a multi-professional agency that renders an holistic medical service to sailors and their families in the South African Navy in Simonstown. IMM is a specialist medical military unit, forming part of the South African Medical Services, offering a unique medical service to naval forces, including the selection of divers and submariners and hypobaric medicine. The social work department at IMM comprises five junior or senior social workers and one chief social worker. Each worker was responsible for several units in the Simonstown area. During the author's five years in Simonstown, he had, at various times, been responsible for virtually every ship, including the SAS PROTEA (a hydrographical research vessel), the SAS DRAKENSBERG, the submarines, strikecraft and MCM vessels.

During the author's first week at IMM he was asked to assist in the establishment of a support group for submariners' wives at SAS HUGO BIERMANN. Since then, the author has been actively involved in working at the interface between the demands of a sea-going occupation and the family. This has entailed the establishment and maintenance of wives' support groups, the investigation of the effect of deployments on families and the profiles of families who cope successfully with deployments, the education of managers of ships and consultation to senior management regarding the deployment-family interface and

most recently the development of social work interventions to assist families in coping more effectively with deployments.

Over the past five years the author has been researching this deployment-family interface, which has yielded helpful results, confirming findings of international literature (Van Breda 1995b, 1995c, 1997). Based on this accumulated knowledge, the author began the process of designing and developing a social work programme which would improve the capacity of families to resist deployment stress. This paper presents and critiques a portion of this process.

THE BIGGER PICTURE

It is important that the reader appeciates that this paper reflects merely one point in an ongoing process. Four years of research preceded what is presented here, and more research has already occured since preparing this paper. It is likely that this project will continue for several more years. The entire research process is presented diagramatically in Figure 1-1, on page five.

Previous Research. The entire research process began in the social worker's office, in the encounters with clients from naval vessels. Patterns of concerns emerged during case work interviews and were further explored during training workshops of naval employees and managers. The author's curiosity was stirred and a small literature review was conducted to gain initial insight into the needs and experiences of naval families. Based upon this limited information, a research proposal was constructed with three main objectives: to explore how families experience deployments, to establish what factors enable families to cope better with deployments and to develop new systems and programmes to assist families in coping better with deployments.

The first objective was addressed shortly thereafter and comprised a sample survey of sailors and their wives, addressing the question, "How do families experience deployments?" This study, entitled "The Emotional Cycles of Deployment," elicited substantial information which provided the main foundation of local research into deployment (Van Breda 1997). The success of this phase prompted an extensive literature

search by the author and his supervisor, which provided the main foundation of international research into deployment.

Two further research projects augmented this knowledge. The first addressed the second objective of the original research proposal, viz. "What factors help families cope better with deployments?" Two groups engaged in the Nominal Group Technique and provided helpful information about coping factors. Secondly, a large survey of naval employees (both sailors and land-based personnel) was conducted using standardized measures of social and family functioning. This provided a broad framework within which to understand naval personnel and highlighted several important factors, such as military support.

Research Towards Master's Dissertation. It became important to find an application for the knowledge which had been accumulated and to meet the third objective of the original research proposal. The literature was reviewed to elicit factors which were associated with resistance to deployment stress, which the author termed, "deployment resilience." Finally, seven comprehensive factors were isolated and a one-day seminar was designed to strengthen and promote these factors in naval families. The seminar was termed the Deployment Resilience Seminar (DRSeminar), and once it was designed it was developed through trial implementation and preliminary evaluation. Based on the implementations, changes were made to the seminar to refine it. (The final versions of the participants' and leader's manuals for the DRSeminar are included in Appendices One and Two, respectively.)

These three steps (design, development and initial evaluation) form the material for this dissertation, and are highlighted in bold italics in Figure 1-1. The design and development of a new social work programme requires several trial implementations. Only one complete trial is presented in this paper. One more has been conducted since then and several more are planned.

Deployment Resilience Scale. Concurrent with the development of the DRSeminar, the author began to design the Deployment Resilience Scale (DRScale) which was based on local and international literature and which complements the DRSeminar. The purpose of

the scale was to measure the capacity of families to withstand the stress of deployments, ie. their level of deployment resilience. The scale, comprising 130 items and 14 variables, has much promise, with high internal reliability (Cronbach Alphas greater than .80 for each variable) and face validity. (The most recent version of the DRScale is included in Appendix Three.)

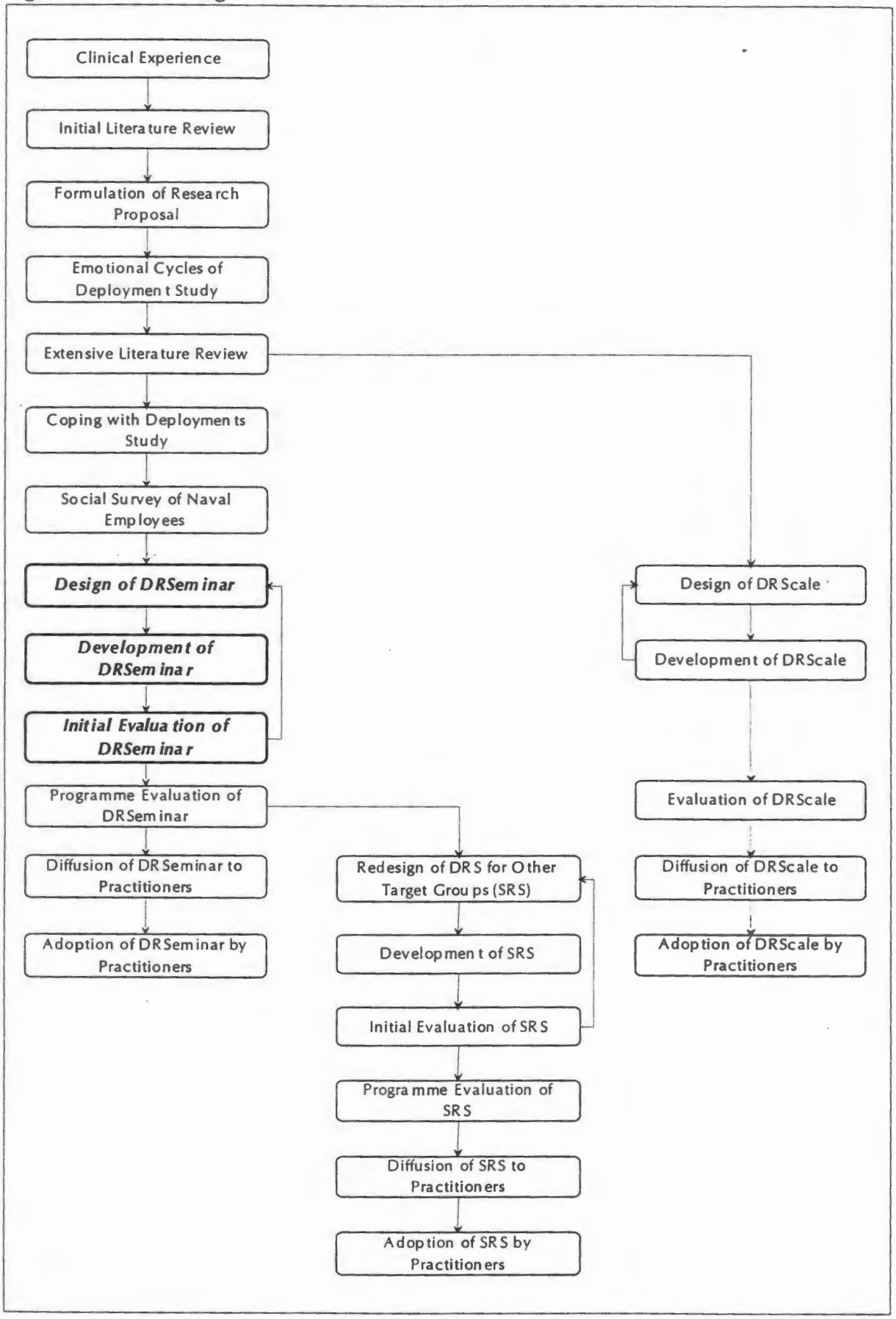
The scale is, however, still in the design and development phase and requires considerably more work. Once the scale has been thoroughly evaluated, its potential applications will be explored. For example, the DRScale could be helpful in the selection of personnel who will be deployed (eg. with peace keeping forces). The scale, should it have good predictive validity, could be used to identify families at risk of deployment stress and guide social workers in designing treatment and preventative programmes in their units. Clearly, this is another dissertation's work.

Future Plans for the DRSeminar. Once the DRSeminar has been adequately developed, it will be subjected to a thorough programme evaluation to determine its short and long term effectiveness. Should this prove successful, the DRSeminar will be disseminated more widely among military social workers in the South African National Defence Force and even internationally.

The DRSeminar, as it currently stands, is written for a military target group. The material addressed in the DRSeminar is, however, universal, applying to all experiences of routine separation. The DRSeminar could, therefore, be redesigned for a non-military audience, and renamed the Separation Resilience Seminar (SRS). In this case, the SRS, like the DRSeminar, would need to go through the process of design, development, evaluation and diffusion.

Potential audiences include business men and women who travel routinely, parliamentarians who have sittings in different provinces in the country, travelling sales representatives, migrant workers, contract workers, foreign dignitaries, missionaries, etc. Routine partner separations affect a large number of families internationally and can result in marked separation stress if the family does not have separation resilience. The SRS

Figure 1-1: Flow Diagram of Entire DRSeminar Research Process



would assist these families in resisting the stress of separations.

FORMAT OF THIS DISSERTATION

This dissertation follows the process of the DRSeminar research chronologically so as to provide the reader with a logical unfolding of the process. Chapter two will address the research that had been conducted and collected prior to this paper being written. This research comprises the analysis of the problem area, viz. the effect of deployments on naval families. Chapter three presents the methodological framework for the entire DRSeminar research process, viz. Thomas' Design and Development Research (1984). The principles and components of this model are outlined. Chapter four recounts and critiques the design phase of the DRSeminar, in which the concept of the seminar is explicated and written up. Chapter five recounts and critiques the development phase of the DRSeminar, in which the seminar is implemented on a trial basis and evaluated at a process level (ie. what worked and what didn't). Chapter six constitutes the initial evaluation of the DRSeminar, based on the first complete trial implementation. Pre-seminar and post-seminar data are compared to guide the researcher in understanding the effects of the seminar on participants. Chapter seven, the final chapter, presents recommendations for the DRSeminar and the South African Navy concerning deployment resilience. Key materials, such as the DRSeminar participants' and leader's manuals and the assessment questionnaires, are appended.

❦ CHAPTER TWO ❦
ANALYSIS OF THE PROBLEM AREA

INTRODUCTION

Social workers in the South African Navy have, for many years, been faced with the challenge of supporting families during the regular absences of the husband-fathers. These absences, when the men go away to sea, are called deployments. During the war years in South Africa, there seemed to be a legitimate reason for the deployments, viz. to protect the borders of the country. Over the past several years, however, the legitimacy of these deployments has eroded and deployments have taken an increasing toll on family life.

Until the early 1990's, no local studies had been conducted to assess the impact of these deployments on wives, children or the husbands themselves. Naval social workers continued to support families as best they could and rendered generic social work services to those involved in the deployments. In 1992 the chief social worker at the Institute for Maritime Medicine (the medical unit for naval personnel) described her vision of a social work department that had a uniquely maritime function, in much the same way that the doctors, nurses and psychologists had developed a uniquely maritime medicine (for divers and submariners).

This prompted a series of three local studies and the collection of literature pertaining to deployments, in order to understand how sailors and their families experienced deployments and how best to render effective social work services to them. These studies, which helped to answer the question, "How do naval families experience deployments?" led to the formulation of another question, viz. "How can families be helped to cope more effectively with naval deployments?" This chapter will describe the process leading up to the phrasing of this second question.

CLINICAL EXPERIENCE

The author's first experience with deployments occurred in his consulting room with naval

families who presented for counselling. Over the period of five years, the author spoke with numerous sailors and wives, and a number of naval children. It became clear that there were several presenting problems which were common to many of these families. These problems included the following:

Marital Estrangement. Many couples felt they spent so little time together that they no longer had a 'real' marriage. The husband was at sea six to nine months of the year. When he came home he was aloof and detached. The wife felt irritable that he was intruding into her space. Some couples contemplated divorcing - many did.

Violence. Numerous cases of domestic violence were reported by naval couples. These incidents were frequently contingent upon the husband arriving home from sea. It was the impression of military social workers that there were more cases of marital violence in the navy than in the rest of the defence force. Social workers hypothesized that husbands were battling to renegotiate entry into the family after deployments and used force or violence to assert their position.

Children. Many men and women complained that their children were not coping with the naval life. The primary complaint was that children were unsure who their father was, calling their father, "Uncle," and other more available male figures, "Dad." Men felt particularly sensitive to this, as if their masculinity were at stake. In addition, many couples argued over discipline of the children, men stating that their wives were too soft and women complaining that their husbands were militaristic. These conflicts seemed particularly prominent just before and after deployments.

Extra Familial Relationships. Many conflicts occurred as a result of women's relationships with friends in the community and extended family, and over men's relationships with colleagues at work. Both partners felt that since the husband was away from home so often, the couple should spend most of their time together between deployments. Men felt jealous and possessive of their wives, fearing what their wives might be doing in their absence. Wives, similarly, were anxious about their husbands having affairs while away from home.

Finances. Concerns about family finances are common in the navy, and probably in the broader community. In addition to the usual financial worries, however, sea-going couples had additional problems. Periodically social workers were contacted by wives whose husbands had gone to sea leaving no money for the family. By contrast, husbands periodically contacted the social worker to complain that the wife had spent their savings during his absence, such that the family was in severe debt.

Depression. Wives often presented as depressed during deployments. During longer deployments, referrals from doctors increased. Wives were offered supportive counselling to assist them in surviving the absence of their husband. There was, at times, a tendency to think of these women as being dependent or inadequate.

Single Men. Single men also presented with problems. A number of young men were not adequately able to establish intimate relationships. The unpredictable but regular absence of the men made serious relationships virtually impossible, and many of these men settled for brief sexual liaisons as a substitute. In a number of cases, these men resigned from the navy in order to adopt a 'normal' lifestyle.

Work Dissatisfaction. Numerous clients reported marked dissatisfaction with working conditions. Many young workers (some of whom were married and had children) worked every third night. Due to the shortage of manpower many sailors had been continuously sea-going for ten or more years. Similarly, managers were unable to send their crew on promotional courses, thus hindering the professional growth of many men. Unsympathetic managers who demanded that the navy come before the family were the cause of many referrals to social work.

Drafts Ashore. Each month, numerous sailors requested to be drafted off their ship, citing one or more of the above mentioned problems. Initially inclined to grant these requests, social workers soon found themselves in conflict with naval management, since there was an increasing shortage of manpower. When one man was drafted off a ship, another had to be drafted on. From time to time, one 'welfare case' was merely exchanged for another.

At the time that the author began working in the navy, two support groups for naval wives were being conceived - one for the hydrographical research ship SAS PROTEA and one for the submarine flotilla SAS HUGO BIERMANN. The author became involved in assisting these two groups. He was introduced to a brief article published in a popular naval journal (Logan 1987), which described the emotional changes which naval wives experience during what was called the "Cycle of Deployment."

The author was requested to facilitate a discussion group for naval wives of SAS PROTEA, regarding these emotional changes. With only this flimsy article in hand, the author discovered that naval wives were eager to share their experiences with other wives. Their sharing resulted in tremendous relief as their feelings were normalized. The author was amazed to hear how similar the experiences of these women were to those described in Logan's article. These groups were repeated on several occasions.

Over the following year, increasing demands were placed on social workers to assist families in coping better with deployments. A colleague of the author was flown to a ship one week prior to the ship's arrival home to prepare the men for home-coming. The manager of the naval social workers believed that her workers needed to develop a uniquely maritime social work function. This vision was reinforced by the fact that the doctors, nurses and psychologists at the author's unit, Institute for Maritime Medicine, had developed maritime specialities.

DATA COLLECTION

The author began to search for journal articles and books which addressed the problem area, viz. how naval families experience deployments. This resulted in a reasonable collection of relevant literature.

At the same time, the author initiated the first of a number of exploratory studies into deployment (Van Breda 1995a). The study, a sample survey of all married sea-going personnel in Simonstown, attempted to answer the questions, "How do naval couples experience deployments?" and, "Do these experiences differ according to age, rank, gender, sense of being supported by the navy, etc?" A twenty percent sample of married

men (n=73) and an independent twenty percent sample of wives (n=73) were taken from all ships. The sample was stratified according to gender and type of ship, yielding a two by three sampling matrix.

Wives were contacted telephonically and husbands were approached on their ships. All subjects responded enthusiastically to the study, interpreting it as the navy showing interest in their experience. Not all questionnaires were returned, however, and a final sample of 68 subjects (28 wives and 40 husbands) was obtained.

Questions were predominantly open ended, asking subjects to describe their emotions and their marital relationship at different points in the deployment cycle. Couples were asked questions concerning the changes of marital roles and responsibilities during deployments, as well as shifts in their global satisfaction with life. All data were content analysed to yield a local version of Logan's Emotional Cycles of Deployment. The results were published in two military journals (Van Breda 1995b & c) and a professional social work journal (Van Breda 1997).

A second study used the nominal group technique (Delbecq, Van de Ven & Gustafson 1975) to answer the questions, "What have you found useful in helping you cope better with going to sea?" for men (n=8), and, "What have you found useful in helping you cope better with your husband's going to sea?" for women (n=9). This study resulted in two lists (for men and women) of factors which were associated with improved coping with deployments (Van Breda 1995d).

A third study entailed a social survey of almost 500 naval personnel, approximately half of whom were sea-going (Van Breda 1996). The study assessed the social and family functioning of participants, using the Heimler Scale of Social Functioning and the Family Assessment Device (Epstein, Baldwin & Bishop 1983). While not primarily a study of deployment, it offered helpful comparisons of the social and family functioning between sea-going and land-based naval personnel.

On the whole, despite differences in South African and international deployments, the

results of the local studies confirmed the results of international studies. The main findings from the local research and international literature are outlined below.

EMOTIONAL CYCLES OF DEPLOYMENT

The model of the Emotional Cycle of Deployment was first developed by Logan (1987). The model proposes a cycle of seven stages with each deployment, beginning some time before the deployment and ending some time after (see Table 2-1). It is termed a 'cycle' in that, with ships coming and going on a routine basis, the seven stages are constantly cycling. Each stage of the cycle can be described according to changes in the emotions of the people involved.

TABLE 2-1: EMOTIONAL CYCLE OF DEPLOYMENT

Stage	Title of stage	Duration of stage	Characteristics of stage
PRE-DEPLOYMENT PHASE			
Stage 1	*Anticipation of loss*	Four to six weeks prior to deployment	Crying, irritability, depression, marital conflict.
Stage 2	*Detachment and withdrawal*	Few days prior to deployment	Withdrawal, sexual tension, despair, hopelessness.
DEPLOYMENT PHASE			
Stage 3	*Emotional Disorganization*	First six weeks of deployment	Adjusting, worry, irritability, depression, aimlessness, numbness, sleep disturbance, anger, guilt.
Stage 4	*Recovery and stabilization*	Middle of deployment	New life is established, independent, anxious, depressed, illness.
Stage 5	*Anticipation of homecoming*	Six weeks prior to return	Excitement, joy, apprehension, tension, nervousness.
POST-DEPLOYMENT PHASE			
Stage 6	*Renegotiation of marriage contract*	Six weeks after return	Excitement, emotional distance, sexual difficulties, conflict, loss of independence, negotiation of roles.
Stage 7	*Reintegration and stabilization*	Six to 12 weeks after return	Established roles and routine, marital closeness.

(Adapted from Logan 1987)

In the pre-deployment phase, many wives experience shock and loss reactions upon hearing the news of the pending deployment (Bey & Lange 1974; Black 1993).

During the deployment phase, researchers (Wexler & McGrath 1991: 516) found that common feelings experienced by wives during deployments included loneliness (78% of subjects), worry (74%), sadness (65%) and anxiety (56%). Pride (75%), patriotism (57%) and commitment (53%) also featured strongly. This study also found that the level of stress peaks between the first and third weeks of the deployment, then decreases (ibid.: 518).

During deployments wives visit doctors for illnesses 5.4 times more frequently (Snyder 1978: 639) and develop clinical levels of depression (Beckman, Marsella & Finney 1979: 525; also Kelly 1994b: 168; Nice 1983: 342). Problems at home are perceived to increase in frequency and severity during deployments (Decker 1978; Bell, Teitelbaum & Schumm 1996), loneliness is common (Duvall 1945 in Farish, Baker & Robertson 1976) and self-esteem deteriorates (Rosenzweig, Gampel & Dasberg 1981). Husbands experience worry and guilt over 'abandoning' their families (Den Dulk 1980 in Hunter 1982; Rosenfeld, Rosenstein & Raab 1973).

The "...stress of father-return after prolonged absence is as great as that experienced at the time of his departure." (Baker, Fischer, Cove & Master 1968: 347; also Rindfuss & Stephen 1990; Orr 1992: 46) Poor communication, emotional distancing, sexual difficulties and anger are common in marriages (Bey & Lange 1974; Blount, Curry & Lubin 1992; Jolly 1987; Pearlman 1970). These difficulties, which occur transiently immediately after return, are termed a "releasing phenomenon" by some writers (Rothberg, Shanahan, Koshes & Christman 1994: 246).

The local study confirmed the findings of these other researchers, and the model of emotional cycles of deployment described by Logan (1987) was found to accurately reflect the experience of South African Naval personnel. One of the unique contributions of this author's study was to directly compare the cycle of men with women, thereby confirming the hypothesis that, on the whole, their experiences are markedly similar. Box 1 contains an illustrative statement by a South African sailor.

Box 1

"During stage one my wife is excited for me to leave. Just before I leave she is not so excited for me to leave. Just after I've gone she wants me to come back. During the middle of the deployment my kids and wife want to know when I will return. Just before I get home everyone at home is excited and just after I get back everybody is happy to have me back. After a week or two my wife wants me to go to sea again."

- South African Sailor

SUPPORT SYSTEMS

The literature strongly indicates that social support buffers the family and the deploying member from the stress of deployments (Amen, Merves, Jellen & Lee 1988: 445; Koshes & Rothberg 1994: 456). One study found that "... more active wives felt less lonely than less active wives..." (Duvall 1945, in Farish, Baker & Robertson 1976: 332). Other researchers found that "... dissatisfaction with social support was predictive of decreased marital happiness between pre-deployment and early deployment." (Frankel, Snowden & Nelson 1992: 109) The children of mothers who felt supported showed better adjustment at home and school during deployments (Hiew 1992: 219). Support networks used by women and men during deployments tend to be informal, viz. friends and family (Decker 1978; Black 1993; Montalvo 1976; Pehrson & Thornley 1993), although more recent studies suggest an increase in the use of formal military support systems (Bell, Teitelbaum & Schumm 1996; Martin, Vaitkus, Mikolajek & Johnson 1993).

Developing a social network, for both sailors and their wives, has been shown to help couples reduce deployment related stress, as well as general life stress (Archer & Cauthorne 1986, in Eastman, Archer & Ball 1990: 114; Riggs 1990: 152; McCubbin & McCubbin 1988: 248; McCubbin 1979: 240). Religious support (McCubbin 1979: 241) and family support groups (Rosen, Westhuis & Teitelbaum 1993: 1592; Martin, Vaitkus, Mikolajek & Johnson 1993: 26) have been found to buffer families from the stress of deployments and increase emotional well-being.

Women who felt they could rely on another military wife for help with a personal or family problem tended to experience a greater sense of general well-being (Rosen & Moghadam

1988: 68; Rosen & Moghadam 1990: 200). This finding has been repeatedly confirmed in local studies. Amongst sea-going men and their wives, those who felt unsupported tended to experience more sadness and depression during deployments (Van Breda 1995a: 64). In another local study of sea-going and land-based naval personnel, those who felt supported were found to have better overall social functioning, were more satisfied with their work, finances, family and friendships, and experienced better health, less depression and higher levels of energy (Van Breda 1996).

FINANCIAL WELL-BEING

In the local naval study, 74% of sea-going families were significantly concerned about their finances (Van Breda 1995a: 74). Furthermore, financial concern was found to be highest amongst those who experienced the most deployment stress (Van Breda 1995a: 30). Financial concern was associated with higher levels of anxiety and loneliness (Van Breda 1995a: 45), and was considered a significant factor in the stress wives experience due to deployments (Van Breda 1995a: 49).

One study found that sound "financial management" was significantly related to family "balance" in families with children at home (McCubbin & McCubbin 1992: 168). Similarly, financial security was found to correlate with general well-being and global life satisfaction (Rosen, Moghadam & Carpenter 1989: 120). Other studies showed that financial preparedness (eg. having emergency funds available) decreased worry during military separations (Segal & Harris 1993: 85; also Martin, Vaitkus, Mikolajek & Johnson 1993: 25; Van Breda 1995d: 11). Box 2 contains a comment by a South African sailor regarding his experience of finances.

Box 2

"While away I have more expenses than I do normally have at home, eg. laundry, telephone, etc, which are not normal expenses, which means that while I'm away, it places a financial strain on my family which we are not reimbursed for, whereas personnel from shore bases get reimbursed for these types of expenses."

- South African Sailor

FAMILY STRUCTURE

Several studies indicate that naval families often develop dysfunctional structures to assist in coping with the repeated coming and going of the husband-father. In some families, the father is pushed out of the family, in order for the family to cope without him during deployments. This family pattern, termed "closed-ranks" in military literature (Amen, Merves, Jellen & Lee 1988: 442), results in substantial post-deployment difficulties (Lagrone 1978: 1041; Hall & Malone 1974 in McCubbin, Dahl & Hunter 1976: 304). In other families the ranks are kept open, resulting in father being welcomed back in on his return, but the family disintegrates during his absence (Jensen, Lewis & Xenakis 1986: 227). Boynton and Pearce (1978: 130) note that, "The extent to which this adjustment to separation is successful, however, is *inversely* related to the ease with which the family can accommodate his return."

Some writers suggest that maintaining a symbolic presence of the family helps soldiers cope better with separations (Kirkland & Katz 1989: 66; Jensen, Lewis & Xenakis 1986: 231; Waldron, Whittington & Jensen 1985: 106). This idea has been experimented with in clinical practice by naval social workers and has met with some success. It is hypothesised that such a practice helps the family find a balance between open and closed ranks, and has been termed "maintaining a husband-aware family" by the author.

One aspect of these shifts in family structure is the shifts in role allocation. These shifts create stress for many military families (Rosenzweig, Gampel & Dasberg 1981; Boss, McCubbin & Lesteram 1979; Rosenfeld, Rosenstein & Raab 1973), particularly when there is lack of marital consensus regarding role allocation (Hunter 1978: 190). The local naval study found that 59% of couples "... were not coping adequately with the continual changes in roles between themselves and their partners." (Van Breda 1995a: 23) These difficulties were associated with higher stress, anxiety, loneliness and marital conflict, a lack of social support and a feeling of loss of control. Developing effective means to shift roles, then, is crucial for effective coping with routine family separations (Eastman, Archer & Ball 1990: 123). "The well being of the family unit directly impacts on the soldiers' readiness, retention, and overall effectiveness." (Amen et al. 1988: 441; also Potts 1988: 66) Box 3 contains comments by a sailor and a wife concerning their experience of the effects of

deployments on family structure and roles.

Box 3

> "When my husband is at sea, he has no family responsibilities and when he returns he expects his lifestyle to be the same as it was at sea, eg. relaxing when he wants to, going out and not having to tell anybody."
>
> - South African Naval Wife
>
> "In a nutshell, the father of such a family becomes a spare wheel and figurehead."
>
> - South African Sailor

CHILDREN AND SEPARATION

The containment of children is a significant factor in effective coping with deployments. This author's study indicated that men perceive the needs of the children to be the greatest factor making deployments difficult for their wives (Van Breda 1995a: 47). Children experience an emotional cycle of deployment similar to that of wives (Kelly 1994b: 171), exhibiting sadness, anxiety, anger, encopresis, sleep disturbance, somatic complaints, behavioural and academic problems, acting out, eating problems, regression and dependency (Applewhite & Mays 1996; Hillenbrand 1976; Levai, Ackermann, Kaplan & Hammock 1995; Rosen, Westhuis & Teitelbaum 1993a; Amen, Merves, Jellen & Lee 1988; Herbst 1995).

Father absences have been shown to have a detrimental effect on many children, particularly boys (McCubbin & Dahl 1976; Applewhite & Mays 1996) and younger children (Kelly 1994a). Children, particularly the eldest son, are often parentalized during deployments (Riggs 1900: 155; Peck & Schroeder 1976: 25), which can precipitate significant enmeshment with mother (Wertsch 1991: 187; Keller 1973: 27) and conflict with father (Levai, Ackermann, Kaplan & Hammock 1995: 106; Rienerth 1978: 182).

Maternal coping and well-being, social support and the family functioning prior to deployment have repeatedly been shown to have a buffering effect on children (Black 1993; Segal & Harris 1993: 85; Hiew 1992: 219; Kelly 1994a). Kelly (1994b) notes that when one family member is found to experience deployment stress, the entire family is likely also to be stressed, indicating that separation affects the entire family system. Other

authors suggest that deployments are not intrinsically stressful for children, but that they disrupt families which are already vulnerable (Levai, Ackermann, Kaplan & Hammock 1995). More recent papers address the differences, or rather, the absence of differences between maternally and paternally separated children in military families (Applewhite & Mays 1996; Kelly, Herzog-Simmer & Harris 1994).

Many authors make suggestions on how children can be assisted with deployment coping (Rabb, Baumer & Wieseler 1993; Waldron, Whittington & Jensen 1985; Black 1993; Blount, Curry & Lubin 1992; Amen, Merves, Jellen & Lee 1988; Blaisure & Arnold-Mann 1992; Moritz; Toal 1992; Orr 1992). Box 4 presents the views of a senior sailor on the effects of deployments on his children.

Box 4

"I grew up in a naval environment and therefore grew accustomed to my father being away from home. In those days the periods away were much longer. My wife also grew up in a situation where her father was often away from home. ... These factors contributed greatly to both of us developing as extremely independent people who learned from an early age to look after our own affairs and be self-sufficient. This seems to have rubbed off on our three children. These skills stood them in good stead for their adult life and I don't think that having a 'part-time' father had any detrimental effect on their development. There have been some slight disappointments such as missing baby's first words or first steps, as well as many birthdays and anniversaries. There were just as many happy reunions, belated celebrations and 'unbirthday parties' where dates were held over to suit paydays, holidays, sea time, etc. I am sure this happens to many of us!"

- South African Sailor

MARRIAGE

The author's research showed that, for both men and women, having a stable, secure and happy marital relationship was, by far, the most important factor in helping families cope more effectively with deployments (Van Breda 1995d: 8). This finding confirms that of other researchers (Jensen, Lewis & Xenakis 1986: 227; Blount, Curry & Lubin 1982: 78; Ferreira 1988: 146; McCubbin & Dahl 1976: 131), although even couples with healthy, well-functioning marriages find deployments stressful (Segal 1986: 20).

A key dynamic in the marital relationship is that of role changes and authority. Riggs notes, for example, that wives' "... establishing independence and self-sufficiency ..." enhances

coping with deployments, and advocates women adopting an androgynous gender role (1990: 152; also Rienerth 1978). Other authors also suggest, however, that husbands need to be able to cope with an independent wife (Lagrone 1978: 1042). Riggs points to the issues of communication, conflict and estrangement just before and after separations (1990: 153; also Bey & Lange 1974; Blount, Curry & Lubin 1992). One large study found that "... those living apart from their spouses in 1976 were nearly twice as likely to experience a marital dissolution within three years, compared with persons cohabiting with their spouses." (Rindfuss & Stephen 1990: 259 & 265; also Williams 1976: 235) One of the primary reasons for non-cohabitation was military service. Box 5 contains the views of a naval wife.

Box 5

"When one marries a man who is required to spend time away from home they are aware of his working conditions, however this acknowledgement does not make the parting any easier. Our marriage would *not* work if I were dependent upon him. These men need wives who can adopt an independent role!"

- South African Naval Wife

PERCEPTIONS OF DEPLOYMENTS

The literature indicates that one's perception of, or attitude towards, deployments and the military has a significant impact on one's coping with deployments (Milgram & Bar 1993: 37; Frankel, Snowden & Nelson 1992: 110). Knapp and Newman (1993: 78) found that wives who *perceived* the military life as more stressful experienced less psychological well-being than those who perceived the military life as less stressful. Another study found that wives' attitudes to their husband's units affect their husband's morale and that personal morale influences one's perception of the army-family interface (Rosen, Moghadam & Vaitkus 1989: 208-209). Deployments have been found to be less stressful when one has a positive attitude towards them (Eastman, Archer & Ball 1990: 114). A study of wives whose husbands were deployed in the Persian Gulf found that, "Groups with high levels of [emotional] distress also had the highest levels of unsatisfactory use of [military] services and the highest expectations of [what] the Army [should provide for them]." (Rosen, Teitelbaum & Westhuis 1994: 43)

In the South African Navy, there are many external factors which impede the maintenance of positive attitudes. These factors include unpredictable and erratic deployments (which have been found to correlate with high deployment stress), lack of manpower which results in extended sea duty and slow promotions, frequent night duties which disrupt family life, frequent and brief deployments which increase the frequency of family adjustments, and lack of material and interpersonal rewards for going to sea. The subjective impression of naval social workers is that these factors prompt perpetually negative perceptions of deployments which result in poor deployment coping.

Studies indicate that identifying with and adopting the identity or lifestyle of the organization decreases the stress that results from the demands of the organization (Fernandez-Pol 1988: 420; McCubbin 1979: 240; Boss, McCubbin & Lester 1979: 83). With the changes in the role of women in society, naval wives have moved out of the military community and lifestyle (Stoddard & Cabanillas 1976; Hunter & Nice 1978; Kohen 1984). This may increase their deployment stress. It is the author's impression that naval wives, due to their employment and husband's attitudes, do not engage in the naval lifestyle. In the local study, the employment status of women was not, however, found to correlate with deployment stress (Van Breda 1995a: 29). The positive view of one sailor is expressed in Box 6.

Box 6

> "Absence on the positive side helps the family towards healthy independence and appreciation of each other's role within the family."
>
> - South African Sailor

REVIEW OF SERVICES OFFERED

Based on the above, the author reviewed the social work services being rendered to sea-going naval personnel in the South African Navy and found that virtually no unique services were being rendered to this population group. Furthermore, naval social workers had a very limited knowledge of deployment literature.

Deployment services that were offered during the period 1992 to 1995 included:

a. A few discussion groups for wives were facilitated in order to normalize their experience of the emotional cycle of deployment.

b. A few presentations of the author's findings on the emotional cycle of deployment were made by the author to groups of men during management training. These were well received.

c. Social workers provided support to the family support groups, which sent letters to families and arranged social meetings during deployments. No clear direction was offered to these groups.

None of these services was assessed, written up or replicated by social workers. Most services were offered only a few times. Clinical services, as mentioned previously, were rendered to naval families. These services were not, however, unique to sea-going families, were not based on research findings and were not collectively analysed by the social work team for common findings or interventions. Various ideas for assisting families in coping more effectively with deployments were mentioned by two or three of the social workers, but were not followed up or implemented.

By the end of 1995, virtually no uniquely maritime social work services were offered to sea-going families. Nevertheless, the author's own research and the findings of literature clearly indicated that deployments placed tremendous stress on families. It was apparent that deployments were becoming increasingly stressful and the rewards for going to sea less and less. The number of individual cases seen for deployment related problems seemed to be increasing.

A social work intervention needed to be developed to enhance the capacity of sea-going families to cope with the stress of deployments. The military routinely conducts exercises to ensure that a unit is ready for an operation or deployment. Similarly, families needed to be trained in order to prepare them for deployments (Dibert 1994).

This training programme would need to be effective, efficient, cheap and relatively easy to implement. While the actual stressor (deployments) could not be changed, the capacity of families to resist the stress of deployments could, perhaps, be improved. The concept

of "deployment resilience" was coined by the author to describe this capacity. In brief, the programme would need to increase the family's deployment resilience. The purpose of this study, therefore, is to answer the question, "How can the deployment resilience of naval families be increased?" The methodological framework used to address this question is outlined in the following chapter.

❦ CHAPTER THREE ❦

METHODOLOGICAL FRAMEWORK

DEVELOPMENTAL RESEARCH

In contrast to conventional research projects, the desired end product of this study was not accumulated knowledge, but rather a new social work programme. A methodological framework was needed to structure and guide the process of innovation. Various such frameworks exist. For the purposes of this study, Thomas' Design and Development method was utilized.

The objective of developmental research, as conceptualized by E.J. Thomas (1978, 1980, 1984, 1985a, 1985b, 1987, 1989, 1992), is the development of "Social technology [which] is a primary means by which social work and social welfare accomplish their objectives." (Thomas 1992: 72) Thomas argues that research in social work has, for too long, aimed solely to develop knowledge about human behaviour. "In contrast to conventional research methods in the behavioral and social sciences in which the focus of inquiry is on contributing to knowledge about human behavior, the new approaches emphasize one or another means by which innovations in the human services may be developed." (Thomas 1985b: 50)

Developmental research follows four main phases: analysis, design, development and evaluation. When followed by the additional phases of diffusion and adoption, the model is termed developmental research and utilization (Thomas 1992: 73).

1. The phase of **analysis** involves developing a clear understanding of the problem at hand (which includes traditional methods of research, such as case studies, surveys, etc).
2. **Design** means the conceptualization of a social technology (eg. a new or revised intervention, form of assessment, policy, etc).
3. **Development** involves the testing of the technology on relevant samples and the process of refining the technology.
4. **Evaluation** involves testing the technology for effectiveness, efficiency, etc, making

use of programme evaluation, for example.

5. **Diffusion** refers to the dissemination of the technology to the professional sector.
6. **Adoption** means that the technology is implemented by the appropriate professional sector.

Table 3-1 illustrates this process in diagrammatic form. The "activities and steps" are the tasks undertaken by the researcher-practitioner to achieve the goals of each phase. The "material conditions" refer to the various products which result *from* the steps or which are necessary *for* the steps to be taken.

Thomas (1987: 383) notes that, "The developmental effort of any particular individual or team may pertain to only one limited aspect of this process, may embrace several related phases or steps, or in unusual cases, may embrace all phases, progressing sequentially from one to the next from beginning to end." This particular study intends only to address in detail phases two and three. A tentative initial evaluation (phase four) will also be undertaken and reported, but is not the primary focus or purpose of the study.

DESIGN OF THE DEPLOYMENT RESILIENCE SEMINAR

It will be clear to the reader that phase one, analysis, has already been completed by the author. The problem, viz. the stress of deployments on the naval family, has been identified. A thorough analysis of the problem area, both locally and internationally, has been conducted. Relevant information and resources have been collected. A state-of-the-art review has been made of social work interventions.

According to Thomas (1984: 151), "...design is the planful and systematic application of relevant scientific, technical, and practical information to the creation and assembly of innovations appropriate in human service intervention." The end-product of the design phase of developmental research in this study is the documentation for the DRSeminar, as it became known. The process leading up to this product is termed 'design'. Various activities were followed by the author in order to design this innovation.

TABLE 3-1: DEVELOPMENTAL RESEARCH AND UTILIZATION (DR&U)

Phase	Material Condition	Activities and Steps
I.Analysis	A. Problematic Human Condition	1. Problem Identification and Analysis
	B. State of Existing Interventions	2. State-of-the-Art Review
	C. Relevant Information and Resources	3. Feasibility Study
	D. Statement of Feasibility	
II.Design	E. Statement of Objectives and Design Problems	4. Determination of Innovation Objective 5. Identification of Innovation Requirements 6. Identification of Design Problems
	F. Relevant Data	7. Selection of Information Sources 8. Gathering and Processing Information 9. Generation and Selection of Solution Alternatives
	G. Symbolic Representation of the Innovation	10. Assembly 11. Real-World Representation
	H. Interventional Innovation	12. Proceduralization
	I. Innovation Procedures	
III.Development	J. Development Plan	13. Formulation of the Development Plan 14. Operational Preparation 15. Trial Use and Developmental Testing
	K. Trial Implementation L. Trial Use Data M. Tested Interventional Innovations	
IV.Evaluation	N. Evaluation Plan	16. Formulation of the Evaluation Plan 17. Carrying Out Evaluation
	O. Evaluation Data	
V.Diffusion	P. Diffusion Media	18. Preparation of Dissemination and Diffusion Media
VI.Adoption	Q. Broad Use	19. Diffusion of Innovation to Potential Users 20. Implementation by Users

(Thomas 1984: 140)

Objective. In order to focus the design phase, the author needed to determine the objective of the programme. This objective gives structure and direction to the entire design and development effort.

Feasibility. The feasibility of the programme was addressed, in order to determine whether

or not to continue with the project. This activity also helped to determine potential problem areas in launching the project, which could then be addressed.

Design Specification Chart. The design specification chart is helpful in identifying those areas of the innovation which are prescribed or stipulated and those which are open for design and development. This process also helps to give broad structure to the innovation.

Theory. Two areas of theory need to be addressed, viz. behavioural and intervention. The former refers to theory which elucidates the nature of the problem under attention. The bulk of this theory has been presented in the previous chapter. The intervention theory refers to theory which guides the implementation of the innovation, in this case primarily psychoeducation.

The results and critique of the design phase of this study are presented in chapter four.

DEVELOPMENT OF THE DEPLOYMENT RESILIENCE SEMINAR

According to Thomas (1984: 169), "Development is the process by which an innovation is implemented and used on a trial basis, tested for its adequacy, and refined and redesigned as necessary." Although the phase of development does involve some design, it is distinct from the design phase in that the primary focus is on *trial implementation* of the innovation. In respect of the DRSeminar, the development phase involved setting up and running the seminar on a number of occasions, in order to determine its adequacy as a new social work programme. The end product of this phase is a programme which has been found to work adequately and which is ready for formal programme evaluation.

In order to facilitate the process of development, seven areas of the programme were isolated for evaluation:

Recruitment.

Preparation.

Pre-seminar assessment.

Implementation.

Maintenance.

Post-seminar evaluation.

Feedback.

The results of the trial implementations of the programme are evaluated according to these dimensions and presented in chapter five of this document. The final documentation of the programme is appended.

EVALUATION OF THE DEPLOYMENT RESILIENCE SEMINAR

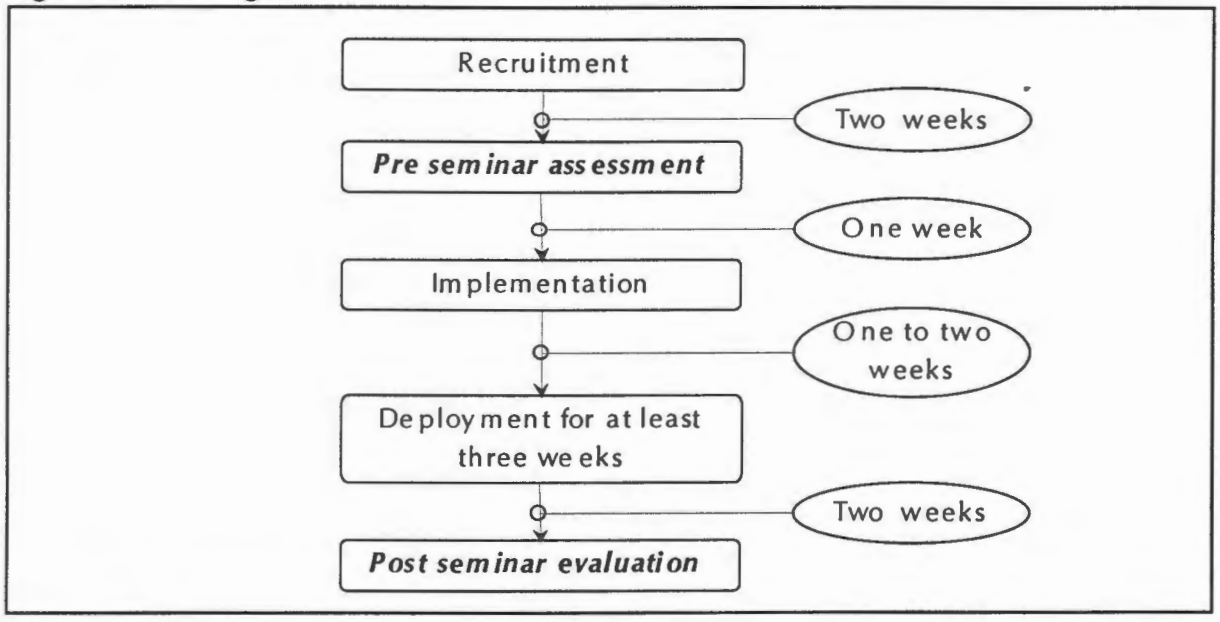
Evaluation refers to an "... empirical inquiry directed toward determining the effects of the innovation." (Thomas 1984: 191) This process corresponds with programme evaluation. Since this document serves primarily to address the design and development of the DRSeminar, a formal programme evaluation has not been conducted. Nevertheless, some evaluation is necessary to assist in determining the adequacy of the innovation. Three levels of evaluation were conducted and are reported in chapter six.

Outcome Effectiveness. Outcome effectiveness serves simply to ascertain whether "... *any* effects have occurred, irrespective of the various possible contributing factors." (Thomas 1984: 192) In order to assess outcome effects, three paper and pencil scales were administered to all participants one week prior to the programme and some time after the programme (these assessment questionnaires are included in Appendix Three). The t-test was used to determine the statistical significance of any changes evidenced in scale scores. The timing of the evaluation is depicted in Figure 3-1.

Three scales were used to assess participants:

1. **Heimler Scale of Social Functioning.** This scale (Heimler 1990) assesses participants' subjective satisfaction with five areas of their social functioning, viz. work, finances, friendships, family relationships and personal life. This axis is juxtaposed with an assessment of the degree of frustration in the participants' social functioning, viz. energy, health, influence or locus of control, moods and use of escapes (eg. substance abuse).

Figure 3-1: Timing of Evaluation



Each of these ten areas can be used for assessment, as well as the 'coping ratio' which is the level of frustration divided by the level of satisfaction, converted into a percentage. According the scale theory, one should have a coping ratio of less than 30% to be functioning healthily. All the variables in the scale are used to determine the individual's level of social functioning. Nine levels are defined, ranging from healthy, independent functioning (level one) to dysfunctioning, associated with high levels of dependency and destructive behaviour (level nine).

In a South African study, this scale has been shown to have acceptable psychometric properties (Van Zyl 1986).

2. **Family Assessment Device.** The FAD (Epstein, Baldwin & Bishop 1983) is based on the McMaster Model of Family Functioning (Epstein & Bishop 1981). It assesses seven areas of family life, viz.

a. Communication
b. Problem Solving
c. Affective Involvement
d. Affective Responsiveness
e. Roles

f. Behaviour Control

g. General Family Functioning.

The scale has been widely tested and demonstrates excellent psychometric properties (Fristad 1989; Kabacoff, Miller, Bishop, Epstein, Keitner 1990; Miller, Bishop, Epstein & Keitner 1985; Miller, Kabacoff, Keitner, Epstein & Bishop 1986; Sawyer, Sarris, Baghurst, Cross & Kalucy 1988).

3. **Deployment Resilience Scale.** This scale is being developed by the author concurrent with the development of the DRSeminar. The objective of the scale is to measure the degree to which the family has in place those factors which are associated with low deployment stress. These factors are the ones targeted by the programme. The scale has eight primary factors:

a. **Emotions.** Emotional stress associated with deployments.

b. **Support.** Social support, divided into four independent areas:

   i. Family support

   ii. Community support

   iii. Naval support

   iv. Religious support.

c. **Finances.** Financial preparedness for deployments.

d. **Family Structure.** The degree to which the family maintains a 'husband-aware' structure.

e. **Marriage.** Marital relationship, divided into two independent areas:

   i. The degree to which the marriage is characterized by independence (androgyny) of the wife and open communication.

   ii. Sexual security and satisfaction.

f. **Children.** The quality of support offered to children.

g. **Perceptions.** The degree of positive perceptions of deployments and the navy.

h. **Deployment Factors.** External deployment factors, such as predictability of deployments and length of time at sea.

i. **Deployment Resilience.** An average of all these factors.

Since the scale is still being developed it is used tentatively as a means of measuring outcome. Nevertheless, preliminary evaluations of the scale are promising. Each factor of the scale has high internal reliability (Cronbach Alphas greater than .80) and good face validity.

Client Satisfaction. The satisfaction of the consumer with the programme was evaluated twice, firstly at the conclusion of the seminar itself and again at the post-seminar evaluation. In the first evaluation, participants were asked to rate each module of the seminar and to critique their experience of it. In the second evaluation, participants were asked to what degree they had implemented and benefited from what they had learned at the seminar. (The seminar evaluation forms are included in Appendix Four.)

The DRSeminar as a Human Service Intervention. Thomas presents four dimensions of a human service intervention by which to evaluate whether or not it is a good intervention (1984). These dimensions include the effectiveness and efficiency of the programme, its completeness, relevance and flexibility and its ethical suitability.

CONCLUSION

Thomas' methodological framework, Design and Development Research, comprises four primary phases, viz. analysis, design, development and evaluation. The results of the analysis phase were presented in chapter two. Having now both a theoretical understanding of the problem area and a framework for developing a new social work programme, the author began the process of *designing* the DRSeminar, which is the subject of the following chapter.

❦ CHAPTER FOUR ❦
DESIGN OF THE DRSeminar

OBJECTIVES AND DESIGN PROBLEMS

In order to focus the process of designing an innovation, the objective of the programme was clearly formulated. Thomas notes that, "... the statement of the general innovation objective indicates such factors as the area of developmental effort and the persons and behaviours that are to be the focus of intervention." (1984: 153)

The innovation objective of this study was to develop a social work psychoeducational programme for naval couples to increase their capacity to resist the stress of deployments.

In order to simplify communication, the author coined the term "deployment resilience" to describe this "capacity to resist the stress of deployments." The term resilience was adopted from an article by McCubbin and McCubbin (1986: 247), which takes resilience to mean "...characteristics, dimensions, and properties of families which help families to be resistant to disruption in the face of change and adaptive in the face of crisis situations..."

It was on the basis of the objective and this new term that the title of the programme was generated, viz. the DRSeminar.

FEASIBILITY STUDY

Before proceeding too far in designing this seminar, it was necessary to determine whether or not the programme was feasible. Thomas advises conducting a feasibility study in order to obtain some assurance "... that the risks of further development would not entail wasted effort and resources." (1984: 145) He identifies several areas to be assessed, including the following:

Organizational Feasibility. "Organizational feasibility refers to the extent to which the individual and the organization of which he or she is a part have the ability to carry out the

proposed development." (Thomas 1984: 146) Of the four dimensions of organizational feasibility, three, viz. the skill of the personnel, operational administrative assistance and organizational resources, were met.

The fourth dimension, however, the support of top administration, was problematic. The author was required to obtain the support of both social work and naval management. The author marketed the programme to social work management by presenting the benefits it would have, not only for the Navy, but also for the rest of the National Defence Force. Furthermore, the potential uses of the programme by the private sector were promoted. This raised the expectations of management and was successful in attaining their support.

The author's initial discussions with senior naval officers met with resistance and negativism. It became clear that the programme needed to detail how to market the DRSeminar to the consumer. The first trial implementation of the programme was, however, so successful, that the officer commanding of that ship recommended the programme to his colleagues, resulting in requests from other ships for the programme to be presented to them.

Financial and Economic Feasibility. *Financial* feasibility refers to the cost of running the programme, which needed to be kept to a minimum. In an organization such as the National Defence Force, there is little cash available for such programmes. The DRSeminar had, therefore, to be virtually cost-free. *Economic* feasibility refers to the cost effectiveness of the programme. It was the author's intention to ensure an optimal balance between the input of resources and the effectiveness of the DRSeminar. The programme was therefore limited to one social worker running a programme for one day.

Political Feasibility. Here, Thomas is asking whether the programme is politically correct, that is, compatible with the policies of the organization at that time. It was the author's belief that the stressfulness of deployments was a politically relevant issue in the National Defence Force at the time the DRSeminar was being written. Senior naval managers were becoming increasingly aware of the dissatisfaction of many sailors, evidenced in a decreasing retention rate, particularly among more senior members. The development of the DRSeminar also coincided with the preparation for military forces to assist the United

Nations in peace keeping efforts, which would require military deployments to other countries. The need for social workers to provide support to these soldiers and their families was indicated and the DRSeminar was perceived as being a valuable tool in this effort.

Use Feasibility. "Use feasibility refers to the extent to which the proposed innovation promises to be adopted in the area of intervention for which it was developed." (Thomas 1984: 148) Initially, the author was pessimistic regarding the use feasibility of the DRSeminar. It was, partly, for this reason that the innovation was kept as simple and cost effective as possible. As the programme was developed, however, it received increasing support from social work and naval management, for the reasons previously mentioned. This resulted in a tremendous increase in the author's confidence that the innovation would, if effective and transferable, be widely used throughout the military organization.

In summary, therefore, the DRSeminar was evaluated to be most feasible and the author was encouraged to continue with the process of design and development.

DESIGN SPECIFICATIONS

In order to give further structure to the design of the innovation, a number of aspects of the design were specified. These specifications were helpful in assisting the author to decide where his attention and energy should be directed.

Domain of Design. Thomas indicates that certain aspects of the innovation should be stipulated, while others left open. He terms these 'fixed parameters' and 'domain of design' respectively (1984: 154). The term domain of design refers, therefore, to those aspects of the programme which are open to innovation. In respect of the DRSeminar and this paper, the domain of design is exceptionally narrow, with only the actual implementation of the programme being open for design.

The Design Specification Chart (Table 4-1) presents 19 dimensions which are to be considered when deciding on the domain of design. This chart is suggested by Thomas to help structure and direct the process of design (1984: 156). It will be seen that the

component "implementation procedures" is the only one which is not stipulated and which is open for immediate design and development.

Innovation Requirements. Thomas defines innovation requirements as those issues which must be addressed for the programme to meet the needs of the user (1984). In respect of the DRSeminar, there were two primary requirements:

a. The programme must be cost effective, with minimal use of professional time and labour, resources, technology, etc.

b. The programme must be simple to implement and replicate in order to maximize the adoption of the programme by other social workers in the military system.

It will be seen in the Design Specification Chart (Table 4-1) that the requirements of cost effectiveness and simplicity are repeatedly mentioned in the "special requirements" column.

Design Problems. Thomas conceives his model of development research "... as the systematic solution of a series of problems in the developmental sequence." (1984: 156) There were numerous design problems associated with the DRSeminar, including who would run the programme, how to maintain the changes that were obtained, how to target people who were deploying for the first time and how to modify the programme for the Air Force and Army. These design problems are specified in the Design Specification Chart (Table 4-1), in the column, "Open."

For the purposes of this study, however, only one design problem was addressed, viz. how to implement the programme in such a way as to maximize its effectiveness and consumer satisfaction. Once this problem is resolved, the other design problems can be systematically addressed.

TABLE 4-1: DESIGN SPECIFICATION CHART

Component of Helping Strategy	Stipulated	Open	Special Requirements
Change Objectives	Education and competence development of spouses regarding improvement of deployment resilience.		
Targets of Intervention	Seven areas: 1. Normalization of emotional cycle of deployment 2. Increase in social and naval support 3. Improved financial management and pre-deployment planning 4. Development of patterns of a husband-aware family 5. Improved emotional support to children 6. Increased acceptance of female androgynous role and improved marital communication 7. Development of positive perceptions of navy and deployments.		
Participants: Target Persons	Married and unmarried couples who have experienced at least one deployment.	To be developed later: a preparatory seminar for couples who have not yet experienced a deployment.	
Participants: Helping Persons	The author.	To be developed later: the training required for other social workers to present the seminar.	The programme should be sufficiently simple that most any social worker could implement it with minimal training and supervision.
Roles: Helping Persons	Primarily clinician-behaviour changer and consultant-educator. Secondarily researcher-evaluator.		
Roles: Target Persons	Changee and learner.	To be developed later: co-developer of innovations for deployment resilience.	
Contexts of Helping: Helping Situations	Neutral and accessible seminar locale.		
Contexts of Helping: Service Settings	Naval social work services.	To be developed later: army and air force social work services. Ultimately to social workers in any setting where employees are routinely separated from their families.	
Adjuncts and Props	Overhead projector and flip chart.	To be developed later: use of video material.	Costs to be kept to a minimum.
Assessment Methods	Initially use of general social functioning questionnaire (Heimler Scale of Social Functioning) and general family functioning questionnaire (Family Assessment Device).	To be developed concurrently: an individualized scale (DRScale) assessing the seven intervention target areas, ultimately to be to sole method of assessment.	Assessment methods to be kept elementary.
Intervention Methods	One day, multiple couple psychoeducation programme.	To be developed: content and format of the programme.	Intervention methods to be kept elementary.
Implementation Procedures		To be developed: the actual procedures to be followed. The phases of the programme may include marketing, preparation, assessment, seminar, evaluation, feedback.	
Maintenance Methods		To be developed: possible use of post-seminar maintenance methods (eg. letters, phone calls, post-deployment follow-up groups).	Maintenance methods to be kept elementary, with minimal demands on professional time and resources.
Termination Procedures	Intervention to be terminated after written feedback on post-deployment assessment.		
Monitoring Methods	Written comments regarding each step of the intervention procedure.		
Evaluation Methods	Dual evaluation of effectiveness in attaining improvement in seven target intervention areas and subjective enjoyment and benefit of seminar. Evaluation to be carried out using cross-over design with two randomly assigned groups from one large ship, two weeks prior to two consecutive deployments.		
Follow-up Procedure	All participants to be followed up at six months and one year following termination of intervention.		
Behaviour Theory	Research dealing with military deployments, family systems theory, stress theory and learning theory.	Other relevant areas to be determined.	
Intervention Theory	Psychoeducation, family therapy techniques, adult education, experiential learning.	Other relevant theories to be determined when necessary.	

(Thomas 1984)

BEHAVIOUR THEORY

Thomas defines behaviour theory as theory which helps one understand the client's behaviour. The primary behaviour theory used in this study was that which was presented in chapter two, that is, theory which elucidates the experience of deployment. Having given structure to the design of the programme, the author reviewed the literature which had been gathered and the research which he had conducted, to determine what factors were associated with deployment resilience. Seven primary factors were then identified, viz:

a. Accommodation of emotional changes associated with deployments, termed the emotional cycle of deployment.
b. Social supports, in terms of family, navy, community and religion.
c. Financial security and preparedness.
d. Avoiding the pitfalls of open or closed ranks in the family structure, by maintaining a husband-aware family.
e. A high degree of emotional and family support offered to children during the routine separation of the father from the family.
f. Healthy communication in the marriage, the independence or androgyny of the wife, the security of the husband and the level of trust in the relationship, particularly concerning fidelity.
g. Greater involvement in the naval community, the adoption of the naval mind set by men and women and positive perceptions of the navy and deployments.

The DRSeminar was based on the assumption that families with higher deployment resilience would experience fewer psychosocial problems as a result of deployments. Furthermore, it was hypothesised that by enhancing one or more of these seven areas, the family's deployment resilience would increase. The objective of the DRSeminar could, therefore, be subdivided into seven sub-objectives, such as, "To promote the development of a husband-aware family." The achievement of all seven sub-objectives would combine to realize the main objective, viz. deployment resilience.

INTERVENTION THEORY

"Intervention theory consists of the concepts, informational content, assumptions, values, and prescriptions that serve to guide the practice activity of a helping strategy." (Thomas 1984: 87) The primary intervention theory which was selected for the DRSeminar was multiple family psychoeducation. This choice was based on a paper written by the author concerning the use of a number of models of family therapy with naval families (Van Breda 1995e).

Multiple family psychoeducation was first developed to assist families which had a schizophrenic member. The format for the groups moved through four phases (McFarlane 1991): firstly, joining with individual families, to establish rapport and a contract; secondly, a one-day "survival workshop" during which information regarding schizophrenia and guidelines for more effective coping were presented; thirdly, the re-entry phase, during which families met in on-going closed groups to help stabilize the patient's functioning; and fourthly, the social and vocational rehabilitation phase, which involved enabling the patient to become increasingly self-reliant and independent.

There are several principles of psychoeducation, and in particular the survival workshop, which the author considered made this method of intervention the most appropriate for the DRSeminar.

a. **Functional Families.** Frequently, families are blamed for the development of schizophrenia in one of the members. Psychoeducation, in contrast, assumes the family to be basically healthy. The focus is less on the family system and more on the stress of the problem which they face and their coping responses to the problem (Nichols & Schwartz 1991: 488). Presenters of psychoeducational programmes do not think in terms of psychopathology or family dysfunction.

b. **Adjustments.** Psychoeducation assumes that families develop problems when they try, unsuccessfully, to deal with their problem, such as schizophrenia. The model hypothesises that by making specific adjustments to family patterns, the stress resulting from the problem will decrease, the problem itself will improve and the overall coping of the family will be

enhanced. The model points out, however, that these adjustments may be considered abnormal by families who do not have the problem (McFarlane 1991: 368).

c. **Information.** Psychoeducation assumes that the provision of support and information will mobilize a family's internal and external coping resources (Nichols & Schwartz 1991: 489). It is believed that families will adjust if they have appropriate information. The power of knowledge is central to psychoeducation. In this way, psychoeducation is not therapeutic, but rather educational (McFarlane 1991: 379).

d. **Structure.** Psychoeducational programmes are highly structured and goal directed. In the survival workshops, various experts lecture on the most recent understanding of schizophrenia. Directive guidelines are given to assist families in making adjustments. Use is also made of subgrouping - families form subgroups or are divided into roles (eg. mothers from all families may meet alone) - in order to strengthen appropriately flexible family structure and boundaries (Nichols & Schwartz 1991: 491).

e. **Facilitator's Role.** The role of the facilitator is to educate, facilitate, model, be open and friendly, warm, empathic and calm and to assist families in redefining their problem (McFarlane 1991: 378).

The author noted that there are some parallels between schizophrenia and deployments. Historically, much attention has been paid to the concept of "schizophrenogenic parenting" (Carson, Butcher & Coleman 1988: 348). It was thought that these families were inherently flawed and that schizophrenia was an inevitable result. Similarly, much attention has been paid to the concept of the "military family syndrome" (Lagrone 1978; Morrison 1981; Fernandez-Pol 1988). It was thought that military families were inherently dysfunctional and that these types of families gravitated towards military jobs. There is a similar belief that couples join the navy because they cannot tolerate normal levels of intimacy.

More recent writers suggest that "schizophrenogenic" family structures are actually misguided attempts to contain the schizophrenic member. The family needs help to

develop more functional ways of restricting schizophrenic symptoms. Recent thinking in military circles suggests that the dysfunctional open or closed ranks in naval family structures develop as a result of repeated disruptions of the family system. These families need help to develop more adequate means of surviving the routine separations.

The author perceived the positive nature of psychoeducation to be much needed in the naval community. Psychoeducation attempts to separate out of the family the problem of schizophrenia. Similarly, it could be used to give the naval family a sense of distance from the problem of deployments. Psychoeducation can be conducted with many couples at a time, which would keep it cost effective. Furthermore, military social workers are well versed in running training and educational groups - psychoeducation is thus a model which most would be able to use with ease. Psychoeducation has been used in various forms by the US Navy to prepare sailors for the return home (Blaisure & Arnold-Mann 1992).

Psychoeducation with multiple couples promised to offer a relatively simple and inexpensive way of strengthening family coping mechanisms and addressing counterproductive coping responses. This would enable families to deal more effectively with deployment related stress, thereby increasing the general well-being of the family and the sailor's readiness to deploy.

An additional theoretical model which shaped the intervention was Hill's "...*ABC-X* model of family stress, where *A* = the event or stressor, *B* = the resources or strengths the family has at the time of the event, *C* = the meaning or perception the family attaches to the event, and *X* = the experienced stress level..." (Black 1993: 274). Black goes on to suggest that, "Because the *A* factor cannot be changed in military-induced family separations, interventions should be aimed at the *B* and *C* factors to lessen the adverse effects of the *X* factor." (1993: 274-5) On the basis of this model, the DRSeminar was directed principally at addressing the *B* and *C* factors.

WRITING THE DEPLOYMENT RESILIENCE SEMINAR

With the innovation objective, the Design Specification Chart and the behaviour and intervention theory, the author was ready to begin writing the seminar itself. This was a

circular process that overlapped with the developmental phase. Once the core of the programme was written, it was implemented in a test trial. On the basis of the evaluation of this trial, the documents were expanded to be more complete and specific. Three sets of documents were written.

Participants' Manual. The first document to be written was the participants' manual, which comprised a popular summary of the literature pertaining to deployment resilience, as presented in chapter two. Each chapter contained both theory and concrete guidelines and directions for adjustments to be made in the family system. The chapters of the manual correspond to the seven dimensions of deployment resilience, as listed earlier. A set of worksheets were included at the back of the manual, on which participants were to write what they had gained from each module. (The most recent version of the Participants' Manual is included in Appendix One.)

Leader's Manual. Thomas uses the term 'proceduralization' to describe "... the process by which desired activities of the helping process are described, explicated, and made into procedures that helping persons and others involved in the helping process may follow. Proceduralization results in *innovation procedures* ..." (1984: 163). These innovation procedures refer to the leader's manual. This manual describes in detail the action steps to be followed in implementing the DRSeminar. Initially, only the action steps for the seminar itself were proceduralized. After the first trial implementation it became clear that the entire process of the DRSeminar, from initial marketing to final feedback to the consumer, needed to be proceduralized. (The most recent version of the Leader's Manual is included in Appendix Two.)

Other documentation. Other documents, such as letters to the officers commanding the ships, letters to the wives' employers, advertisements, assessment forms and scales, were written when needed and designed to optimally meet the innovation objective. (These documents are available from the author on request.)

The process of designing these documents involved writing, implementing, revising and rewriting. As a result, the structure of the documents changed over time. The decision to

revise a document was based on the trial implementation of the programme, which is the subject of the following chapter.

❦ CHAPTER FIVE ❦
DEVELOPMENT OF THE DRSeminar

"Development is the process by which an innovation is implemented and used on a trial basis, tested for its adequacy, and refined and redesigned as necessary." (Thomas 1984: 169) It was seen in the previous chapter that the design of the DRSeminar resulted in the materials and procedures needed to run the seminar. The purpose of this chapter is to critique the implementation of the seminar, indicating which areas require further attention. The product of this phase of the process is a seminar which has been found to work in practice.

The DRSeminar was launched on three occasions. Only the first of these trials was successfully completed. The second two attempts were aborted in the early stages of the process. The procedure for running the DRSeminar was divided into seven phases (refer to Appendix One for the Leader's Guide to the DRSeminar):

1. Recruitment
2. Preparation
3. Pre-seminar Assessment
4. Implementation
5. Maintenance
6. Post-seminar Evaluation
7. Feedback

RECRUITMENT

At the time that the DRSeminar was first implemented, only the seminar itself (phase four) had been proceduralized. The initial recruitment was thus improvised. This section will evaluate the recruitment of participants from the three ships which were approached to participate in the seminar.

Ship One. Thomas indicates that sampling for trial use should be based on the opportunity that the sample provides for development, rather than on standard sampling principles,

such as randomization (1984: 175). The author's criterion for sampling was that the ship should provide the greatest chance for the success of the seminar.

Ship one was considered a suitable sample for two primary reasons. Firstly, several of the crew had attended a stress management seminar run by the author several weeks previously. Since they had responded positively to that seminar there was a greater likelihood of their responding positively to the DRSeminar. Secondly, having recently completed a period of maintenance, the ship's sailing schedule was still reasonably quiet. They were, however, due for a significant deployment of one month to Durban.

The captain of the ship was approached and an intuitive recruitment for the DRSeminar carried out. Central to this recruitment was the principle of 'ownership'. The author believed that for the programme to be successful, it was crucial for the ship to take primary responsibility for the programme. Having convinced the captain of the need for such a programme, therefore, the author took responsibility only for running the seminar. All other responsibilities were handed to the captain, including finding a venue, selecting a date, recruiting participants from the crew, arranging meals, etc. This division of responsibilities proved successful and became a standard part of the procedure of the DRSeminar.

Despite reservations held by the captain of the ship, other senior naval officers and the author himself, the response to the advertising for the seminar was overwhelming. Of a crew of approximately 30, 18 couples (not all of whom were married) requested to attend the seminar. This gave the author confidence that the seminar was viable. Although the author had originally thought of taking no more than ten couples per seminar, it was decided to accommodate the whole group, since only one suitable date for presentation could be found.

Ships Two and Three. While ship one was deployed in Durban, the captain recommended the programme to the captains of other ships based in Durban. Two ships approached the author via the naval chaplain, requesting the DRSeminar to be run for their crew. It seemed ideal that the navy itself should market this programme to each other. Both ships cancelled at the last minute, however, due to sailing demands.

In reviewing the possible reasons for these failures, the most likely one seemed to be the inappropriate allocation of responsibility. The chaplain had taken primary responsibility for convening the DRSeminar. Based on the first trial implementation, success was achieved by giving responsibility to the ship itself. It would be easier for the captain of the ship to cancel a programme about which he knew little and which he himself had not organized, than one in which he had personally invested time and effort.

Further weight was thus given to the need to proceduralize the recruitment for the DRSeminar, so as to ensure the success of the establishment of the seminar. The author also realised that the *entire* process of the DRSeminar, from recruitment to feedback, was part of the DRSeminar. Until this point, he had considered only the seminar itself (implementation) to be the DRSeminar. It is anticipated that this shift in emphasis will increase the chances of successfully launching the seminar. Further trial use of the DRSeminar will confirm this expectation.

PREPARATION

There were two sets of preparations to be made. Firstly, arrangements were to be made for the student manuals, questionnaires, transparencies, pens, etc. These the author prepared, based on the procedure for phase four of the DRSeminar (implementation). The second set of preparations involved arrangements for the venue, meals, transport, training equipment (such as an overhead projector), etc. These arrangements were discussed verbally with the captain of ship one and the chaplain liaising with ships two and three.

Regarding ship one, the second set of arrangements became quite problematic. The times allocated for lunch and tea were repeatedly changed by the ship without consulting the author, lunch took twice as long as expected and the venue was not easily accessible to some participants. Regarding ships two and three, lengthy telephone conversations between the author and the chaplain took place, which were both expensive and confusing. Pre-seminar questionnaires were faxed to Durban and then lost, the venue arranged was not suitable, no formal brochure advertising the programme was given to the ships, etc.

These complications, while not causing the failure of these two seminars, added to the complexity of the DRSeminar. This conflicted with the primary innovation requirements (cost effectiveness and simplicity). More structured guidelines needed to be prepared for the facilitator of the DRSeminar to present to the ship. Guidelines, checklists, letters to the captain and advertising brochures were subsequently designed for use in later trial implementations.

PRE-SEMINAR ASSESSMENT

This phase of the DRSeminar was the only one without problems. One week prior to the seminar itself, pairs of the questionnaires were distributed via the captain to each participant. Instructions on the covering letter requested couples to complete the questionnaires and bring them to the seminar, which all participants did.

On the whole, the questionnaires were adequately completed. One participant felt frustrated that all questions were fixed choice. He wanted space to describe his feelings regarding deployments. Although this indicates his (and probably others') need to ventilate regarding their frustrations, this was not the purpose of the assessment. Nevertheless, space has been created in the next edition of the assessment for such comments.

IMPLEMENTATION

On the whole, the author felt that the implementation of the seminar went well. As one participant wrote in his evaluation, "Excellent for a first attempt." Three main areas can be commented on.

Presentation. Presenting the DRSeminar alone required a tremendous expenditure of energy from the author. While this may have been in part due to this being the first run of the seminar, it also results from the leader centred, content rich nature of the programme. Despite the innovation requirement of cost effectiveness, which implied, inter alia, only one presenter, future implementations will require two presenters.

Opening Modules. The first several modules of the seminar went exceptionally well. The

module on the Emotional Cycle of Deployment offered opportunity for most participants to share and normalize their experience of deployments. This sharing established a high level of group cohesion, the values of openness and honesty and the capacity to work and listen, which provided a solid foundation for the rest of the day. In the revised version of the DRSeminar more time has been allocated to this module.

The modules which followed offered an appropriate mix of lecturing, large group discussion, small group discussion, couple discussions and games. The group climate was relaxed and involved. Despite the intensity and duration of the seminar, the group's concentration did not waver. The availability of refreshments in the lecture room was conducive to this climate.

In the process of presenting the material, the facilitator gained greater clarity regarding the fundamental issues which the DRSeminar addresses and the core changes which the DRSeminar attempts to promote in family life. As a result of this clarity, some streamlining of course content has since occurred. The leader's manual has been focused to highlight the most salient themes which need to be addressed in the seminar. The author considers that these developments will enhance the tightness and efficacy of the seminar, as well as the confidence of the presenter.

The Naval Life Style. The last module, Naval Life Style, was not successful. The module was intended to address such issues as involvement in the naval culture and activities, and attitudes towards the navy and deployments. The author hoped to encourage greater naval involvement and a more positive perspective on deployments.

The group used the opportunity to ventilate their anger at the navy and their frustrations with deployments. Spurred on by one particularly resentful naval wife, the group's anger became uncontainable and counterproductive. Repeated attempts to facilitate the conversation failed and the discussion finally had be brought to an abrupt halt in order to finish on time. As a result, the seminar ended in an unsatisfactory and negative way.

In seeking to explain the phenomenon, the author concluded that the participants had a

strong *need* for ventilation. In designing the seminar the author had deliberately avoided allowing space for ventilation in order to keep the seminar solution-focused rather than problem-saturated (White 1989: 5). This decision appeared to be erroneous.

A substantial redesigning of the seminar was indicated. The module has been divided into two segments. The first, dealing with involvement in the naval lifestyle and culture, is incorporated in the section on naval support which forms part of the module on Developing Social Support. This module has been slightly expanded to accommodate the extra material.

The second segment, dealing with attitudes and perceptions, has been redesigned and called Perspectives on the Naval Lifestyle. This new module is located just after the successful Emotional Cycles of Deployment module. The intention is to allow for the development of a group process in the first module, followed by a structured ventilation of the frustrations of participants. This will then be followed by cognitive restructuring to assist participants in identifying which frustrations they have control of. The material on perceptions and attitudes will then be presented. This module is entirely new and requires trial implementation before its suitability can be evaluated.

MAINTENANCE

No means of maintaining changes engendered by the seminar were designed, hence none could be developed. This is an important area requiring attention and will be further addressed later in this paper.

POST-SEMINAR EVALUATION

The post-seminar evaluation occurred in two stages. Firstly, an assessment of the DRSeminar itself was completed immediately after the seminar was concluded. Secondly, two or three weeks after returning from the deployment which succeeded the seminar, a second evaluation was completed.

First Post-seminar Evaluation. An evaluation form, which asked participants to rate the

usefulness of each module of the DRSeminar, was distributed at the conclusion of the seminar. Ample space was provided for comments. Few participants made much use of the space, however, leaving about two thirds of the form blank. A shortened-version of the evaluation form will be used in future trial implementations. Two couples had to leave the seminar early, promising to return their forms the next day. These forms were not received.

Second Post-seminar Evaluation. Two weeks after the seminar the ship deployed for one month. About two weeks after their return, the author distributed two sets of questionnaires to each participant. One set was identical to the questionnaires used in the pre-seminar assessment. The other set was a second evaluation of the seminar itself, which asked couples what they remembered from the seminar and what changes they had made in their family life as a result of the DRSeminar.

Two couples had left the navy and one husband had died. Of the remaining 29 participants, 24 returned their questionnaires adequately completed. Of the outstanding five, one was only partially completed and four were not returned, despite repeated requests by telephone. Although the return rate was acceptable, giving the captain of the ship clear responsibility for collecting the post-seminar evaluations may be more effective and efficient.

FEEDBACK

Once all questionnaires were collected, the author entered the data into a data base and subjected it to statistical analysis - primarily t-tests to compare sets of mean scores. These data were interpreted and then written into a brief report which was sent to each participant, as well as to the captain of the ship, the officer commanding of the unit to which the ship is attached and to the social work director.

CONCLUSION

The purpose of the development phase was to implement the DRSeminar on a trial basis to establish how the seminar worked in practice. On the whole, the seminar was found to be successful, although more attention needed to paid to the recruitment phase and certain

sections of the implementation. A social work programme cannot be said to have 'worked,' however, unless some kind of evaluation took place. Although the DRSeminar was not submitted to programme evaluation as such, an initial evaluation was conducted, and is the subject of chapter six.

❦ CHAPTER SIX ❦
EVALUATION OF THE DRSeminar

Three aspects of the DRSeminar were evaluated. Firstly, statistical analyses were conducted to evaluate the outcome effectiveness of the programme, that is, to determine if it had been beneficial to the participants. Two assessments of the participants were conducted, one before the seminar and one two months later. T-tests were used to compare the means of each pair of scores. Gender comparisons were made, to see if men and women benefitted differently from the seminar. Comparisons were made according to the degree to which participants implemented the changes suggested by the seminar. The results indicated that the DRSeminar was indeed effective in changing patterns of family and social functioning, that men seemed to benefit from the seminar more than women and that participants who implemented changes following the seminar benefitted markedly more than those who did not implement changes.

A second aspect of evaluation concerned client satisfaction. A social work intervention may be effective in producing change, yet be experienced as aversive by the client. Course evaluations were conducted immediately after the seminar, asking participants to critique the seminar itself. At the two month follow-up, participants were again asked to rate the helpfulness of the seminar and to comment on what they had gained from the experience. The results indicated that the majority of participants experienced the seminar positively and as helpful.

The third aspect of evaluation concerned the DRSeminar as an intervention. Thomas (1984: 97) details several criteria for appraising human service interventions. These dimensions are useful in determining the degree to which the intervention is effective, efficient, likely to be implemented, transferable, etc. The results indicate that the DRSeminar holds much potential, but requires further development.

OUTCOME EFFECTIVENESS

In order to begin measuring the effectiveness of the DRSeminar, three sets of

questionnaires (Appendix Three) were administered to participants one week prior to the seminar and again two weeks after returning from a four-week deployment. This timing was designed to give participants the opportunity, after attending the DRSeminar, to experience one full cycle of deployment. The time period between the two assessments was two months. Since there was no control group, many extraneous and unpredictable variables may account for changes (or the absence of changes) in test scores. All results must therefore be interpreted with caution.

The t-test for paired scores (pre-seminar and post-seminar assessments) was used to measure the changes in scores for each participant. A significance level of $p<.10$ was used. While a significance level of $p<.05$ or less is a commonly accepted level to indicate practical significance, such a stringent level might have excluded potentially meaningful results. Once the development of the DRSeminar is completed and the process moves into programme evaluation, a more rigorous research method will be appropriate (with a control group and a significance level of $p<.05$). At this early stage, however, while the study is still exploratory, it is of greater benefit to have a permissive indicator of all areas of potential effectiveness to guide the author in developing the seminar.

Of the original 34 participants, 29 remained in the navy at the time of the second evaluation, all of whom were still working on the ship. Twenty four of these follow-up questionnaires were returned adequately completed to the author, giving a return rate of 82.8% of those participants available and 70.6% of the original group of participants. This return rate is acceptable.

The mean age for the final sample (n=24) was 30.3 years, with a range of 24 to 37 years. Subjects had been married for a mean of 5.7 years, with a range of 0 to 14 years (some subjects were not married, but dating or engaged). Twenty one subjects had one or more children, and the average age of the eldest child was 5.8 years, with a range of 0 to 14 years. The subjects' ranks comprised leading seamen (n=5), petty officers (n=12), chief petty officers (n=3), lieutenants (n=2) and lieutenant commanders (n=2).

The data of all three questionnaires were submitted to t-tests, using paired scores (pre-

seminar and post-seminar scores). The Family Assessment Device (FAD) has seven factors, the Heimler Scale of Social Functioning (HSSF) has 14 factors and the Deployment Resilience Scale (DRScale) has 14 factors. Of these 35 factors, fourteen demonstrated statistically significant improvements, one demonstrated a deterioration and the remaining twenty showed no significant change. Factors demonstrating significant changes are presented in Table 6-1 below.

Table 6-1: Comparison of Pre-test and Post-test Scores for Total Sample

Factor	Pre-test	Post-test	T-test	p
**General Family Functioning (FAD)	1.88	1.71	2.07	.025
**Behaviour Control (FAD)	1.96	1.77	2.48	.011
**Finance (HSSF)	4.8	7.4	-2.15	.021
*Friendships (HSSF)	15.7	17.2	-1.65	.057
*Health (HSSF)	5.8	4.3	1.46	.080
**Personal Influence (HSSF)	10.2	6.8	2.40	.012
*Escapes (HSSF)	5.0	3.9	1.54	.068
**Satisfaction with life (HSSF)	62.8	68.2	-1.90	.035
*Frustration with life (HSSF)	32.0	24.3	1.62	.060
**Level of Social Functioning (HSSF)	4.3	3.2	2.49	.010
**Emotions (DRSeminar)	2.16	1.99	2.33	.015
† Family Support (DRSeminar)	1.76	1.87	-1.56	.067
**Religious Support (DRSeminar)	1.99	1.87	1.93	.033
*Perceptions of Navy (DRSeminar)	2.15	2.02	1.66	.055
**Deployment Factors (DRSeminar)	2.58	2.35	2.54	.009

N=24

Improvements: *p<.10; **p<.05 Deteriorations: †p<.10

From these findings, one can suggest that participating in the DRSeminar improved general family functioning (p<.05), increased satisfaction with life (p<.05), decreased frustration with life (p<.10), improved overall levels of social functioning (p<.05), relieved the emotional distress of deployments (p<.05) and improved perceptions of the navy and deployments

($p<.10$).

Family Assessment Device. The FAD did not evidence marked changes in functioning. This is not surprising, since the DRSeminar did not directly attempt to improve conventional areas of family life. As mentioned in the section on psychoeducation, the changes sought in naval families are peculiar to naval families and may seem dysfunctional to other families. The improvement in *General Family Functioning* ($p<.05$), however, suggests that the overall satisfaction with family life improved. *Behaviour Control* refers to clarity regarding expectations within the family. The improvement in this factor ($p<.05$) suggests that the seminar gave couples the opportunity to express their expectations of each other more explicitly.

The one area where the researcher had hoped for an improvement was *Communication*. The absence of a significant improvement is surprising, since one third of the couples indicated in the follow-up evaluation that their communication had improved. It may be that the couples' communication regarding deployments improved, but not their communication in general. Further studies will be needed to evaluate this.

Heimler Scale of Social Functioning. The HSSF showed significant improvements in several areas. The sample's *Satisfaction with Life* ($p<.05$) improved, particularly regarding *Friendships* ($p<.10$) and *Finances* ($p<.05$). The DRSeminar offers a unique opportunity for husbands and wives to meet and get to know other husbands and wives on the ship. For many wives, this was the first time they were meeting their husband's colleagues and their partners. The DRSeminar directly addresses the question of finances, which, while not very positively rated (see the next section) seems to have had an impact on financial satisfaction.

The sample's *Frustration with Life* also improved ($p<.10$), particularly in the areas of *Health Concerns* ($p<.10$), *Personal Influence* (locus of control) ($p<.05$) and *Escapes* (unhealthy activities used to escape stress) ($p<.10$). While none of these areas was explicitly addressed by the DRSeminar, they can all be constructed as symptoms of stress. With an increase in satisfaction with family, friends and finances, it is not surprising that the symptoms of stress would decrease. These improvements may also have resulted from a greater understanding

of and sense of control over their own reactions to deployments. As the experience of deployments became framed within a theoretical model (ie. the emotional cycle of deployment) and as their emotional and relational reactions were normalized (by hearing from others), it is likely that their sense of personal influence or control would improve and that psychosomatic symptoms and the need for escapes would decrease.

As a result of these improvements, the sample's *Level of Social Functioning* improved from an average of 4.3 to 3.2 ($p<.05$). The HSSF combines all the data from each subject and categorizes the subject into one of nine levels of social functioning. An improvement indicates a greater ability to function healthily and independently in society.

Deployment Resilience Scale. The DRScale demonstrated relatively few improvements, which was surprising, since the scale was specifically designed to measure the changes intended to result from the seminar. The improvements in *Emotions* ($p<.05$) and *Perceptions* ($p<.10$) reflect the improvements in the subjective experience of deployments, since the former refers to emotions related to the deployment (eg. depression and loneliness) and the latter to attitudes towards deployments (eg. viewing them as an intrusion). These two improvements do not refer to structural changes in the family, but experiential changes.

The improvement in *Religious Support* ($p<.05$) indicates greater agreement regarding the place of religion in the family and also a greater valuing of religion. The deterioration of *Family Support* ($p<.10$) is of concern, since there was a deterioration in every item in this factor. It could be that the seminar brings into focus underlying tensions with extended families without adequately assisting families in improving these relationships. When husbands go to sea one or both sets of parents typically attempt to take over the absent husband's leadership role, creating tension and conflict in many naval marriages. While becoming aware of this is probably positive, the seminar will need to address more active ways to improve relationships with the extended family.

The final factor which improved, *Deployment Factors* ($p<.01$), refers less to the participants themselves and more to issues of management. The variable evaluates whether vessels are

managed in a way which promotes or impedes deployment resilience. The improvement in this factor indicates that the management of the ship took seriously the recommendations made by the researcher (eg. informing families timeously of upcoming deployments).

The other nine variables in the DRScale did not demonstrate significant change, suggesting that the seminar was not effective in achieving its objectives. In fact, many individual items in the scale demonstrated a marked deterioration. Of the 130 items in the scale, only 99 were used in the computation of the variables. As part of the development of the scale (which is still in progress), the items for each variable were reduced to as few as possible while maintaining the highest possible internal reliability (Cronbach's Alpha). A variable such as *Children*, for example, uses only eight of the 14 items of which it is comprised. This weaning of items took place before the post-test and was conducted on a purely statistical basis.

By combining only items from each variable which demonstrated an improvement in a series of individual item t-tests, the author was able to produce improvements in most variables in the scale, while retaining high levels of internal reliability (Cronbach's Alphas greater than .80) (see Table 6-2).

Table 6-2: Alternative Variables: Pre-test and Post-test Scores for Total Sample

Factor	Pre-test	Post-test	T-test	p
*Financial Management (DRSeminar)	2.24	2.10	1.66	.055
**Children (DRSeminar)	2.25	1.97	1.97	.031
**Emotions (DRSeminar)	2.24	2.02	4.26	.0001
**Family System (DRSeminar)	2.57	2.41	1.75	.047
Marriage (DRSeminar)	1.83	1.73	1.3	.104

N=24
Improvements: *p<.10; **p<.05

It can be seen that significant improvements in three new variables can be fabricated, viz. *Financial Management* (p<.10), *Children* (p<.05) and *Family System* (p<.05). In addition, a

more significant improvement in *Emotions* could be manufactured (p<.001). The change in the variable *Marriage* could be improved, but not to a significant degree.

The fact that statistical manipulations such as these could be made to demonstrate significant improvements and the fact that significant improvements were found using two standardized scales suggests that the lack of improvements demonstrated by this scale may be attributable more to the deficiencies of the scale itself, rather than to the seminar. Further use of the scale, so as to increase the pool of subjects, should enable the scale to be tested and improved, making possible a more accurate evaluation of the seminar's effectiveness.

OUTCOME EFFECTIVENESS: HUSBANDS AND WIVES

A comparison of husbands and wives was conducted to determine if they had different experiences of the DRSeminar. T-tests of paired scores for husbands and their wives were conducted on the pre-test data to establish what differences pre-existed within couples. Of the 35 variables, only seven significant differences emerged (see Table 6-3).

Table 6-3: Comparison of Pre-test Scores of Husbands and Their Wives

Factor	Men	Women	T-test	p
Community Support (DRSeminar)	**1.92	2.17	-1.90	.044
Sexual Relationship (DRSeminar)	**1.43	1.93	-1.84	.048
Roles (FAD)	*2.12	2.34	-1.57	.074
Behaviour Control (FAD)	*1.80	2.09	-1.72	.058
Finances (DRSeminar)	2.29	*2.17	1.68	.062
Finances (HSSF)	3.3	**5.6	-2.2	.026
Influence (HSSF)	11.3	*8.9	1.41	.095

Male participants n=12; Female participants n=12
Improvements: *p<.10; **p<.05
Note: The placing of asterisks indicates which gender showed healthier social functioning for each variable.

Men were more satisfied with the support they received from their *Communities* (p<.05) and with their *Sexual Relationship* with their spouse (p<.05). They also perceived the family

to be healthier regarding the division of *Roles* ($p<.10$) and the expectations of each other (*Behaviour Control*, $p<.10$). Women indicated greater satisfaction with *Finances* during deployments (DRSeminar $p<.10$; HSSF $p<.05$). They also felt a greater sense of *Personal Influence* or control over their lives ($p<.10$).

Two sets of paired t-tests were conducted on men's and women's pre-test and post-test scores, to determine whether men and women benefitted differently from the DRSeminar. In a number of areas, both men and women showed improved functioning (eg. deployment related *Emotions* and *Level of Social Functioning*), but in most areas either husbands or wives showed improvement or deterioration (see Table 6-4).

Four variables showed improvements in both men and women, viz. *Behaviour Control* (Men $p<.10$, Women $p<.05$), *Level of Social Functioning* (Men $p<.05$, Women $p<.10$), *Emotions* during deployments (Men and Women $p<.10$) and *Deployment Factors* (ie. management of deployments by the ship) (Men $p<.05$, Women $p<.10$). These four areas were also found to be significant in the t-tests for the total sample.

Men showed significant improvements in twelve areas where women did not show significant improvements, viz. *Affective Involvement* ($p<.05$), *General Family Functioning* ($p<.05$), *Satisfaction with Life* ($p<.05$), *Frustration with Life* ($p<.10$), *Coping Ratio* ($p<.10$), *Finances* ($p<.05$), *Friendships* ($p<.10$), *Health Concerns* ($p<.10$), *Personal Influence* ($p<.05$), *Moods* ($p<.10$), *Escapes* ($p<.05$) and *Perceptions of the Navy* ($p<.05$). Women showed improvement in only one area where men did not show improvement (viz. *Religious Support*, $p<.05$).

This indicates that men benefitted from the DRSeminar significantly more than did women. It could be that the presenter's own gender allowed men to associate themselves more with the course material. The suggestions for changes made by the presenter may have been more focused on men than women. The fact that the man is the sailor could have resulted in a greater investment in the need for change than in women. Future implementations of the DRSeminar need to promote changes in wives' behaviour. The use of male and female co-presenters may be helpful in this regard.

Table 6-4: Comparison of Pre-test and Post-test Scores for Men versus Women

Factor	Group	Pre-test	Post-test	T-test	p
Affective Involvement (FAD)	**Men	2.08	1.81	1.90	.042
	Women	2.24	2.21	.14	.445
Behaviour Control (FAD)	*Men	1.82	1.67	1.58	.071
	**Women	2.09	1.87	1.85	.046
General Family Functioning (FAD)	**Men	1.79	1.58	2.02	.034
	Women	1.97	1.83	1.01	.168
Satisfaction with Life (HSSF)	**Men	64.3	71.5	-1.83	.047
	Women	61.4	64.9	-.85	.208
Frustration with Life (HSSF)	*Men	31.4	2.07	1.75	.054
	Women	32.5	27.9	.62	.274
Coping Ratio (HSSF)	*Men	52.8	35.9	1.50	.081
	Women	62.8	54.2	.52	.308
Level of Social Functioning (HSSF)	**Men	3.8	2.8	1.82	.048
	*Women	4.8	3.7	1.65	.064
Finances (HSSF)	**Men	3.8	7.5	-1.99	.036
	Women	5.7	7.3	-.99	.172
Friendships (HSSF)	*Men	15.3	17.7	-1.52	.078
	Women	16.0	16.7	-.67	.258
Health (HSSF)	*Men	6.0	4.3	1.60	.069
	Women	5.7	4.3	.73	.241
Personal Influence (HSSF)	**Men	10.8	6.8	2.21	.025
	Women	9.5	6.7	1.25	.118
Moods (HSSF)	*Men	8.5	5.7	1.53	.077
	Women	9.8	9.5	.16	.438
Escapes (HSSF)	**Men	4.5	3.0	1.83	.048
	Women	5.5	4.8	.57	.289
Emotions (DRSeminar)	*Men	2.07	1.92	1.59	.070
	*Women	2.25	2.07	1.64	.065
Family Support (DRSeminar)	Men	1.79	1.81	-.21	.42
	‡Women	1.72	1.94	-2.09	.030
Religious Support (DRSeminar)	Men	1.95	1.93	.21	.42
	**Women	2.03	1.80	2.46	.016
Sexual Relationship (DRSeminar)	‡Men	1.40	1.60	-2.16	.027
	Women	2.00	2.00	.00	.500
Perceptions of Navy (DRSeminar)	**Men	2.18	2.01	1.81	.049
	Women	2.13	2.04	.71	.247
Deployment Factors (DRSeminar)	**Men	2.53	2.29	2.46	.016
	*Women	2.63	2.42	1.37	.0996

Male Participants (n=12); Female Participants (n=12)
Improvements: *p<.10; **p<.05 Deteriorations: †p<.10; ‡p<.05

It is also of import that the *Family Support* score, which was the only factor to show significant deterioration in the t-test for the total sample ($p<.10$), was found to deteriorate significantly for women ($p<.05$), but not for their husbands (whose scores remained virtually the same). In light of the earlier interpretation of this deterioration, perhaps it is primarily the wives, who remain at home during deployments, who feel the intrusion from extended family and the resultant conflict, without the support of their partner. Husbands, who are at sea, may be untouched by this. Thus, the DRSeminar, by its input and by contagion with other women, may have evoked a discontent with this unwanted interference from extended families during deployments, resulting in a deterioration of *Family Support*.

OUTCOME EFFECTIVENESS: NUMBER OF CHANGES MADE

In the follow-up assessment (Appendix Four), participants were asked how many of the changes that they planned to make, they *did* in fact make. The results are contained in Table 6-5.

Table 6-5: Number of Changes Made

Item Number	Item Label	Number of Respondents
	No response	1
1	None	4
2	One	2
3	A few	5
4	Most of them	9
5	All of them	3

n=24

In a correlation matrix of all variables, this variable (*Number of Changes*) was found to correlate more with the post-seminar data than the pre-seminar data. This led the researcher to consider that the variable may be a predictor of changes in functioning. In order to test this hypothesis, the sample was divided into two groups. Group one comprised those who indicated making none, one or only a few changes (n=11) and group two comprised those who had made most or all of the changes which they had intended to make (n=12). A comparison of pre-test data for the two groups was conducted, yielding only three significant differences (see Table 6-6).

Table 6-6: Comparison of Pre-test Scores According to Number of Changes Made

Factor	Group One	Group Two	T-test	p
**Number of Changes Made	1.92	4.25	-6.88.	$.3^{-7}$
**Seminar Felt to be Helpful	3.00	4.33	-3.08	.003
*Mean Age (in years)	31.7	29.0	1.66	.056
**Mean Duration of Marriage	7.2	4.2	2.26	.017
Perceptions of Navy (DRSeminar)	**1.96	2.34	-2.15	.021
Problem Solving (FAD)	2.04	**1.75	1.91	.035
Family (HSSF)	16.0	**18.2	-1.90	.035

Group One: People who made a few or no changes based on the DRSeminar (n=11)
Group Two: People who made most of their changes based on the DRSeminar (n=12)
Improvements: *p<.10; **p<.05
Note: The placing of asterisks indicates which group showed healthier social functioning for each variable.

It can be seen that group two, who implemented most or all of the changes they had planned to make, rated the seminar as more helpful than those who made none or only a few of their planned changes (p<.05). Group two were found to be younger than group one (p<.10). They had more negative *Perceptions* of the navy than group one (p<.05), but had better *Problem Solving* skills (p<.05) and more satisfaction with *Family* life than group one (p<.05). These findings suggest group two to be people who are more highly invested in family life (turning towards the family and away from the navy) and who have a greater capacity to resolve problems effectively.

This finding could have a profound impact on the selection of participants for the DRSeminar. If it could be shown (as it will be) that group two demonstrated significantly more gains from the DRSeminar than group one, it would become advisable to limit participation in the seminar to those sailors and wives who were dissatisfied with the impact of deployments on their family (which could indicate motivation to receive help), who rated their satisfaction with family life highly (indicating the importance of the family and perhaps a basically healthy family system) and who showed good problem solving capacities (and who would thus be able to make use of the information presented in the DRSeminar). Further exploration in this regard is indicated.

T-test comparisons of pre-test and post-test data for the two groups were conducted to determine if one group benefitted more from the DRSeminar than the other, or if there were differences in the patterns of benefit. Numerous significant differences were found (see Table 6-7).

Table 6-7: Comparison and Pre-test and Post-test Scores According to Number of Changes Made

Factor	Group	Pre-test	Post-test	T-test	p
Emotions (DRSeminar)	*One **Two	2.04 2.28	1.92 2.06	1.43 1.81	0.091 0.049
Naval Support (DRSeminar)	One **Two	1.70 1.94	1.80 1.75	-1.2 1.93	0.131 0.04
Religious Support (DRSeminar)	One **Two	2.00 1.98	1.98 1.75	0.22 2.38	0.415 0.018
Support (DRSeminar)	‡One *Two	1.82 1.97	1.93 1.85	-1.9 1.63	0.04 0.066
Perception of Navy (DRSeminar)	One **Two	1.96 2.34	1.99 2.06	-0.4 2.22	0.335 0.024
Deployment Factors (DRSeminar)	One **Two	2.51 2.65	2.47 2.24	0.38 3.36	0.356 0.003
Deployment Resilience (DRSeminar)	†One *Two	1.9 2.01	1.97 1.89	-1.6 1.43	0.07 0.09
Family Support (DRSeminar)	‡One Two	1.69 1.82	1.89 1.86	-1.9 -0.3	0.039 0.377
Community Support (DRSeminar)	†One Two	1.90 2.14	2.03 2.03	-1.4 1.06	0.097 0.155
Marriage (DRSeminar)	†One Two	1.91 2.08	2.03 1.97	-1.6 1.15	0.068 0.137
Sexual Relationship (DRSeminar)	‡One Two	1.75 1.65	1.96 1.65	-2.1 0.0	0.032 0.5
Communication (FAD)	†One **Two	2.27 2.30	2.39 2.01	-1.6 2.02	0.072 0.034
Affective Responsiveness (FAD)	One **Two	2.04 2.12	2.15 1.75	-0.9 2.35	0.191 0.019

Factor	Group	Pre-test	Post-test	T-test	p
Affective Involvement (FAD)	One	2.18	2.24	-0.5	0.312
	**Two	2.14	1.78	1.94	0.039
Behaviour Control (FAD)	One	2.03	2.02	0.09	0.466
	**Two	1.89	1.52	3.76	0.002
General Family Functioning (FAD)	One	1.95	1.94	0.13	0.448
	**Two	1.81	1.48	2.78	0.009
Problem Solving (FAD)	†One	2.04	2.22	-1.8	0.053
	Two	1.75	1.67	0.73	0.241
Satisfaction with Life (HSSF)	One	62.5	62.9	-0.2	0.431
	**Two	63.2	73.5	-2.1	0.028
Frustration with Life (HSSF)	One	28.4	31.0	-0.7	0.248
	**Two	35.5	17.6	2.28	0.022
Coping Ratio (HSSF)	One	52.2	61.8	-1.0	0.166
	**Two	63.4	28.3	2.31	0.021
Level of Social Functioning (HSSF)	One	4.2	3.7	1.11	0.146
	**Two	4.3	2.8	2.29	0.021
Finances (HSSF)	One	5.3	5.5	-0.2	0.443
	**Two	4.2	9.3	-2.6	0.013
Friendships (HSSF)	*One	16.5	17.3	-1.6	0.069
	Two	14.8	17.0	-1.2	0.123
Personal Life (HSSF)	One	16.7	16.3	0.38	0.356
	*Two	17.3	18.7	-1.4	0.09
Energy (HSSF)	One	7.3	8.3	-0.6	0.275
	**Two	7.2	3.7	2.03	0.034
Health (HSSF)	One	5.3	6.3	-1.3	0.118
	**Two	6.3	2.3	2.45	0.016
Personal Influence (HSSF)	One	8.8	8.2	0.67	0.258
	**Two	11.5	5.3	2.5	0.015
Mood (HSSF)	One	8.5	9.3	-0.7	0.245
	*Two	9.8	5.8	1.68	0.06
Escapes (HSSF)	One	5.2	4.8	0.41	0.344
	*Two	4.8	3.0	1.61	0.068

Group One: People who made a few or no intended changes (n=11)
Group Two: People who made most of their intended changes (n=12)
Improvements: *p<.10; **p<.05 Deteriorations: †p<.10; ‡p<.05

Only one factor showed an improvement in the functioning of both groups, viz. deployment related *Emotions* (Group One $p<.10$; Group Two $p<.05$), indicating that all participants felt a reduction in distress, regardless of how many changes had been made. Group two, who implemented most of their intended changes, evidenced significant improvements in 22 areas of their functioning and no significant deteriorations. Group one, however, who implemented few or none of the changes they intended to make, evidenced improvement in only one area (*Friendships* $p<.10$) and deterioration in eight. In three areas, viz. *Social Support,* ($p<.05$) *Communication* in the family ($p<.10$) and total *Deployment Resilience* ($p<.10$), group one deteriorated significantly while group two improved significantly ($p<.10$, $p<.05$ and $p<.10$ respectively). Of all the results, these are by far the most startling and significant.

A superficial explanation is that, for some people, the DRSeminar is detrimental to their functioning. At least two other explanations are, however, possible. Firstly, it is possible that the DRSeminar acted as a conscientizing process that uncovered previously hidden or ignored problems in the family. Most couples may, therefore, have left the seminar feeling that their family life was worse than before they came to the seminar. Those participants, then, who made constructive changes were able to experience significant improvements, while others, who did not actively make positive changes, were left more aware of their problems than before. If this were true, the family would seem less healthy to the participants, whereas they were actually just seeing the family as it really is.

A second possible explanation is that group one, who did not make constructive changes after the seminar, functioned as a kind of control group. These were people who attended the seminar without it touching their lives in an ongoing way. They may have enjoyed the seminar itself, but it was not a significant event in their lives. It was as if they had not attended the seminar at all. Their deterioration may, therefore, indicate what would have happened to all the sailors had the DRSeminar not been run.

Such a deterioration may be anticipated, as it can be linked to the stage of deployment. The seminar was run at the end of an extended period during which the ship was out of the water. The four-week deployment on which they were about to go (a week after the

seminar) was the first deployment in over six months. It would be theoretically predictable that the functioning of the crew and their families would deteriorate as they re-entered the disruptions of deployments.

If this were true, then any improvement in functioning was a significant improvement. Even variables where group one deteriorated and group two remained constant (eg. sexual relationship) could be considered an improvement. "Improvement" could be defined not as "getting better" but as "not getting worse".

Either way, what is exceptionally clear is that the seminar is only effective when couples take what was learned and implement it. When this is done, the seminar appears to be exceptionally effective, with "improvements" (as defined above) in 28 of the 35 variables. Future implementations of the DRSeminar need to incorporate active means to promote change following the seminar. These refer to methods of maintenance of change as mentioned in the Design Specification Chart (Table 4-1).

CLIENT SATISFACTION

An objective measure of the impact of the DRSeminar on families is incomplete without a subjective measure of the meaningfulness of the seminar to the client. The client has an inside perspective on the degree to which the DRSeminar was helpful and enjoyable. This perspective was evaluated on two occasions. Firstly, immediately after the seminar each participant completed a seminar evaluation form. Secondly, after the ship's return from sea, each participant again evaluated the usefulness of the DRSeminar. (The two seminar evaluation forms are included in Appendix Four.)

First Evaluation of Client Satisfaction. The first evaluation form was handed to all 34 participants at the conclusion of the seminar itself. Four participants had to leave early, promising to return their questionnaires the following day. This did not occur. Thirty questionnaires (88%) were thus returned to the author.

The bulk of the questionnaire asked participants to rate the usefulness of each module, as well as the adequacy of various arrangements. Participants were presented with a Likert-

type scale, in which 1=poor, 2=needs improvement, 3=acceptable, 4=good and 5=excellent. The mean results for each item in the evaluation were calculated (see Table 6-8).

Table 6-8: Mean Ratings of Satisfaction with DRSeminar

Evaluation Item	Mean Rating
Emotional Cycle of Deployment	4.4
Support Systems	4.1
Financial Management	3.9
Family Systems	4.6
Children	4.4
Marriage	4.7
The Naval Lifestyle	4.0
The seminar as a whole	4.8
The presentation style	4.4
The suitability of the venue	4.6
Tea and lunch arrangements	4.8
Timing of the seminar	4.6
Mean Rating for DRSeminar	4.4

n=30

It can be seen that each component of the course was rated as at least good. The overall rating of the seminar as a whole ($\bar{x}$=4.8) was higher than all the individual ratings for each module (range of $\bar{x}$=3.9 to $\bar{x}$=4.7). This may indicate that the seminar held more benefit for participants than merely the conveying of information in each module. For example, the presence of others in the same situation, the space to talk through certain problems with spouses, etc may have contributed to the overall 'excellence' of the seminar. This is supported by later findings. The mean rating of all dimensions for all participants was 4.4, indicating a high level of satisfaction with the experience of the DRSeminar.

Participants were asked how the course could be improved. Of the 30 questionnaires returned, 11 (37%) said that the seminar (or groups like it) should be run more often or a follow-up group should be arranged. Four participants (13%) said that more time (one and a half to two days) should be allocated for the seminar. Two participants (7%) recommended the use of video material to enhance the presentation. All three of these

items had been identified by the author as requiring further development. The seminar had been kept to one day to maintain the cost effectiveness of the programme. In the light of the effectiveness of the DRSeminar, however, it is worth investing more time, energy and financial resources into its implementation. The possibilities of extending the seminar to an evening and the following day, or having a follow-up meeting a month later, should be explored. The use of more sophisticated audiovisual materials should also be explored.

Participants were asked what was the main thing they had learned from the DRSeminar. Five participants (17%) indicated that they had benefitted from hearing that others had similar concerns and experiences to them. Eight participants (27%) indicated that they had realised that communication between partners was crucial. Ten participants (33%) made statements which indicated that they had gained a greater understanding of their partner, of the navy or of the impact of deployments on the family. Twelve participants (40%) indicated that they felt more competent to cope with deployments, some citing specific changes they intended to make.

Second Evaluation of Client Satisfaction. After the deployment, a post-seminar assessment was conducted, during which participants were again asked to evaluate the seminar. This evaluation was considered to be more important than the first evaluation of client satisfaction, since it would ascertain what benefits remained from the seminar well after the euphoria of the seminar itself had worn off. Of the 29 evaluations sent out, 23 (79%) were returned adequately completed.

Participants were asked what was the main thing they remembered from the DRSeminar. Twelve participants (52%) indicated that they remembered feeling less alone, becoming aware that others share their difficulties and getting to know other people better. The perceived value of sharing with others, thereby normalizing the experience of deployments, increased from 17% in the first evaluation of client satisfaction to 52% in the second. This indicates that the residual gain from the DRSeminar is less about what was learned from the presenter and more about the sense of not being alone. This in turn highlights the central importance of networking and support between naval families.

Four participants (17%) said that they had realised that good communication within the marriage was essential. Seven participants (30%) cited that they had learned how to cope better with deployments, most of whom cited specific changes that they had made.

A second question asked participants what changes in their personal or family life they had made based on the DRSeminar. Five of the 23 participants (22%) indicated that they had made no changes to their family life, although two of these indicated that they had gained a new understanding of deployments. Eight participants (35%) stated that they were improving their marital communication. Five participants (22%) indicated that they had developed a new way of understanding and thinking about themselves, their partners, the navy, deployments, etc. Six participants (26%) cited specific changes that they had made to their family life, most of which centred around deployments. Two participants, ie. one couple, indicated that, as a result of the seminar, they were planning to leave the navy. (In addition, two of the couples who did not participate in the follow-up study had already resigned from the navy. It is unknown whether or not these were related to attending the DRSeminar.) Clearly, for many couples, the DRSeminar prompted substantial changes in their family life.

Two quantified questions were posed in the evaluation. Firstly, couples were asked how many of the changes they intended to make after the DRSeminar, they had in fact made. The results to this question were presented earlier. Secondly, participants were asked how much the seminar had helped them through the most recent deployment (See Table 6-9).

Table 6-9: Ratings of DRSeminar's Helpfulness

Item Number	Item Label	Number of Respondents
1	Not at all	1
2	A little	2
3	Some	1
4	Quite a lot	15
5	A lot	4

n=23

It can be seen that the majority of participants rated the seminar as helpful. There was a

high correlation ($r=.81$, $p<.001$) between the number of changes made and the rating of the helpfulness of the seminar. This could indicate that people who perceived the seminar as helpful were more likely to make constructive changes based on it. This is yet another finding which indicates the importance of developing maintenance methods. Providing ongoing assistance which is perceived as helpful will probably increase the likelihood that participants will implement constructive changes.

Summary of Client Satisfaction. In summary, the seminar was experienced positively and as helpful by the majority of participants. The main areas of gain involved the normalization of deployment stresses (associated with building relationships with other sailors and wives), improved communication in the marriage, greater understanding of deployment and its effect on the family and several specific changes in family structure as suggested in the seminar. The major remaining impact from the seminar appears to be the experience of not being alone in deployments.

THE DRSeminar AS AN INTERVENTION

Thomas (1984) identifies four categories of criteria for assessing a social work intervention, viz. objective capability, adequacy of the intervention procedure, ethical suitability and usability. These four areas are helpful in holistically assessing the intervention as an intervention.

Objective Capability. "Objective capability refers to the ability of the intervention to accomplish what it was intended to achieve." (Thomas 1984: 98) This dimension addresses two criteria. Firstly, is the intervention *effective*? The material presented in this chapter indicates strongly that the seminar was effective in enhancing family and social functioning. It is likely that the seminar did improve deployment resilience, although further testing of the DRScale is needed. Most participants were able to cite specific changes or gains made from the seminar.

Secondly, is the intervention *efficient*? The author's intention was to create an effective programme which would require limited input of resources. To a large extent this has been achieved. For about half the participants, a marked impact was achieved with only a one

day seminar. For the other half, however, virtually no improvements could be demonstrated - in fact many deteriorations were evidenced. In order for the seminar to be of value to a greater proportion of participants, greater effort needs to be invested in promoting and maintaining the desired changes. This will require a greater input of resources, somewhat reducing its original efficiency. Nevertheless, compared with many other naval social work programmes, the DRSeminar is one of the most efficient and effective. Furthermore, based on the potential benefits to participants, greater input of resources is probably warranted.

Adequacy of the Intervention Procedure. "Adequacy refers to aspects of the intervention procedure considered as a practical guide to action. An intervention should have a valid basis, and be relatively complete, specific, correct, and behavior guiding." (Thomas 1984: 98)

The DRSeminar can be said to have a *valid theoretical base.* Four decades of international literature and five years of local research and clinical experience provide a strong foundation for understanding the issues pertaining to deployments and deployment resilience. Extensive work has been done using psychoeducation with schizophrenia and other psychiatric conditions. This literature, combined with that of adult education and group work, provides a solid grounding for the method of intervention.

The DRSeminar can be viewed as *complete,* in that all areas relevant to the programme, such as the presenter's behaviours and the clientele, are clearly stated. No aspects of the intervention have been omitted.

The *specificity* of the intervention still requires further development. A procedure is only specific once it can be read by an untrained person and understood unambiguously. Since changes have been made to the DRSeminar and since it has only been run once, some areas of the procedures, while mentioned, are not adequately specific.

The procedure can be considered *behaviour guiding* if various presenters implement it in the same way. Since the programme has only been run once, and only by the researcher,

this area cannot be evaluated and requires a whole new dimension of testing.

Ethical Suitability. "An intervention that is ethically suitable is one that protects the rights of participants on whom it is used." (Thomas 1984: 101) The DRSeminar has no hidden agendas, confidentiality of all participants is maintained by the presenter, and feedback is given to each participant. As such, there are no ethical concerns posed by the programme.

Usability. "Usability refers to the extent to which the characteristics of the intervention itself make it likely to be used by the interventionists for whom it is intended." (Thomas 1984: 102) The "interventionists" in this situation are other social workers in the navy, and later in the National Defence Force.

The DRSeminar is extremely *relevant* to the navy. Deployments are clearly stressful to many or most sailors and their families, retention rates of sailors are decreasing and fewer personnel are available to man the ships. An intervention to help families cope better is highly relevant. The form of the intervention is also relevant. Sailors are familiar with workshops run by social workers and other facilitators. The group format with large group discussions and self disclosure was highly rated by participants. The format of presentation is also familiar to all military social workers. With minor adjustments, the programme can be altered to meet the needs of other military groups, such as the army.

The leader's manual (procedure) is both co*dified* and *simple*. All relevant procedures, while requiring greater specificity, are written for the presenter. No technical jargon is used and the theoretical framework is probably accessible to all social workers, irrespective of their own theoretical paradigm. The presenter does need to acquire a fairly broad knowledge of the deployment literature, however. Since the DRSeminar is knowledge/content rich, rather than process oriented, presenters cannot simply rely on their knowledge of group work process or educational principles. While the knowledge base is not complex, it is rather voluminous. Further testing will be required to highlight the most critical pieces of information required.

Although the presenter does need a strong knowledge base, the DRSeminar is sufficiently

flexible to allow for various creative styles of presentation. All participants receive all the relevant deployment literature (participant's manual), so that they can acquire at home the information not covered in the seminar itself.

The DRSeminar is exceptionally *inexpensive*. The only costs are the printing and the food for the day. No sophisticated equipment is required nor any extra specialized training. It also has elicited a high level of *consumer satisfaction*. Sailors and their families have a high need to ventilate their feelings regarding deployments. The DRSeminar has tapped into a virtually limitless pool of need among naval personnel. These factors, combined with the others, make the DRSeminar *sustainable*. Few resources are required to sustain the programme and the need for the programme is high.

Summary of this Section. On the whole, the DRSeminar meets most of the criteria required to evaluate it as a "good" intervention. Foremost, it seems to be effective, efficient and satisfying. Clearly, further testing must be conducted. This will refine the programme and establish its credibility. Thereafter, the author will need to work towards enhancing its usability, to ensure that it is likely to be implemented by other military social workers.

CONCLUSION

The DRSeminar has been shown to be effective in enhancing the social and family functioning of sailors and their wives. The seminar has received extremely positive feedback from the first group of participants. The programme is effective and efficient. It has proved to be a substantial, well-grounded innovation with much potential for future use in a variety of fields. Further development is, however, needed. The following chapter will address these recommendations.

❦ CHAPTER SEVEN ❦
RECOMMENDATIONS

The DRSeminar is unique in the South African Navy. It is the first social work programme to be scientifically developed, incorporating recognized methods of development and evaluation. Most social work courses are developed on an ad hoc basis and are used in a loose and unmonitored way. The DRSeminar is firmly based on international and South African research, it was designed and tested in a systematic and documented fashion and it is in the process of being subjected to thorough evaluation.

It is the first concerted effort to enhance the psychosocial preparedness of naval personnel for sea duties. Generic social work services include stress management seminars, life skills training, employee assistance training, conflict management, family and marriage enrichment, etc. None of these services has, however, addressed the peculiar needs of deploying personnel.

The DRSeminar has the potential to be of value not only to other military populations, but also the private sector. With further development and evaluation, it should be possible to adjust the seminar to address the generic issue of routine partner absences, whether the sailor, the corporate executive or the contract worker on an oil rig.

Much further work on the DRSeminar is, however, required. Three primary areas of work can be identified. Firstly, the seminar itself requires further development. Secondly, the seminar should be subjected to rigorous programme evaluation to determine its efficacy. Thirdly, specific recommendations can be made to naval management regarding the organizational impact of deployments on personnel and their families.

FURTHER DEVELOPMENT OF THE DEPLOYMENT RESILIENCE SEMINAR

The adequate development of a social work innovation will require several trial implementations. To date, three have been done, only one of which was successfully completed. (Since writing this dissertation, the DRSeminar has been successfully run with

another ship, yielding similar results.) Extensive development is still needed. Four main areas of development can be identified.

Implementation of the Seminar. In chapter five on the development of DRSeminar, several aspects of the seminar were reported to have failed in the first trial implementations. These areas will require further testing and development. The two primary areas which are under examination are the recruitment and the implementation phases.

The recruitment in the cases of ships two and three was not as successful as with ship one. The strategy which was successful with ship one should be replicated to establish whether it is, in fact, an effective method of recruitment. Further attention needs to be given to the possible causes of failure of the recruitment in the cases of ships two and three.

Significant changes were made to the actual implementation of the seminar, particularly regarding the amount of space given for ventilation. This needs to be assessed through trial implementation to ascertain its suitability and effectiveness.

Maintenance Methods. Methods need to be designed to reinforce and maintain the changes prompted by the seminar. To date, no such methods have been designed. The results of the tentative evaluation suggest that, for some participants , more is needed to enhance deployment resilience than merely a one-day seminar. Maintenance methods could involve periodically sending out letters and brochures, a follow-up meeting after the deployment or the use of videotaped lectures during deployments.

Helping Persons. The seminar has only been presented by the author. In order to maximize the usefulness of the seminar, it needs to be developed for use by other professionals. This will firstly require that the written procedures are sufficiently clear and complete that they can be understood by other social workers in the defence force. Secondly, the training requirements to equip social workers with the knowledge and skills to present the DRSeminar should be determined and a training programme established and tested. The author has been given the opportunity to run such a programme with other military social workers in the Western Cape. Further developmental testing of the

DRSeminar will require military social workers other than the author to present the seminar, while observed by the author to ensure that the procedures and training are adequate.

Target Persons. The seminar has been primarily developed for members of the small ships in the South African Navy. Previous research indicates that these ships and their crews function differently from other vessels in the South African Navy (Van Breda 1997). The first line of development will be to test the DRSeminar on members of other ships in the navy - firstly the large ships and secondly the submarines.

Having established the seminar as developmentally sound with naval personnel, the seminar will need to be redesigned for other target groups in the South African National Defence Force, such as soldiers who are deployed to areas of unrest, peacekeeping forces deployed to other countries and air force personnel deployed at sea. Although not naval deployments, these are still military deployments.

A third area of development is to adjust the DRSeminar to accommodate non-military deployments. Within the military setting this could include personnel who are required to attend residential courses in other cities. Outside the military, this could include business people who travel on a routine basis, migrant workers, contract workers (on the oil rigs for example), parliamentarians and other politicians and sales representatives. The DRSeminar would then be addressing the broader issue of routine separations. The limited literature regarding civilian separations indicates that such separations are similar to military deployments. It is anticipated therefore that the DRSeminar would, in principle, be similarly suitable.

EVALUATION OF THE DEPLOYMENT RESILIENCE SEMINAR

On-going tentative evaluation of the DRSeminar is appropriate and helpful. A more thorough evaluation of the programme is, however, crucial. Such an evaluation will show conclusively whether or not the programme is able to significantly alter the deployment resilience of naval families and, indirectly, the sea-readiness of families.

Such evaluation is, however, exceptionally difficult, due to a number of substantial

confounding variables. Firstly, and most significantly, the cycle of deployment itself confounds research efforts to measure change. International and local research shows significant shifts in psychosocial well-being at various stages of the cycle of deployment. A change in functioning before and after the DRSeminar could as easily be attributed to the stage of deployment as to the seminar itself. This variable is essentially uncontrollable, due to the unpredictable nature of deployments.

A second confounding variable, which compounds the first, is the unpredictable nature of naval deployments. A ship's sailing schedule is subject to substantial, often last minute changes. Planned deployments are frequently cancelled, while unplanned deployments frequently arise without warning. The planned duration of deployments is seldom adhered to. This was a primary cause of the failure of the DRSeminar for ships two and three - both ships had to deploy at the last minute.

A third confounding variable is that of contamination between groups (Kerlinger 1986: 371). In order to conduct a scientific evaluation, use must be made of a control group. Dividing the crew of a small ship into an experimental and control group is not complicated, but the chance of the experimental group not speaking to the control group about the DRSeminar is remote. As a result the control group will not meet the criteria for a control. Using two different ships will prevent this contamination, but introduces other uncontrollable variables, such as the deployment cycle and the climate on the ship.

One possible research design could prove fruitful, viz. the cross-over design. Use could be made of one of the larger vessels, which has a crew of about 100, of whom about half are married. This would give the opportunity to have two samples on one ship, which is sufficiently large to reduce the risk of contamination. By assessing the deployment resilience of both samples at three points - just prior to running the DRSeminar for group one, just prior to running the DRSeminar for group two and just after returning from the next deployment - the variable of the cycle of deployment could be controlled. One would then anticipate a significant difference between groups one and two at the second assessment, with no significant difference at the first and third assessments. Unfortunately, the risk of contamination is still very real, and the unpredictability of deployments is still

uncontrollable.

Clearly, much attention needs to be paid to this crucial question, "Is the DRSeminar effective in enhancing deployment resilience?" Strong co-operation between the social work practitioner/researcher and naval management will be required to overcome the many practical obstacles which would prevent an adequate evaluation of the DRSeminar.

MANAGEMENT CONCERNS

The DRSeminar attempts solely to enhance the family's capacity to resist the stress resulting from deployments. It does not intend to reduce the stressor itself. Neither the social worker nor the sailor and his family has any immediate control over the stressor of deployments. It appears, in fact, that not even the captain of a ship has direct control over many of the stressors. Five main recommendations, which are supported by research, can be made to various levels of naval management.

Employment of Personnel. People applying for jobs which require them to deploy are frequently unaware of the unique demands that such routine separations will place on them and their families. Going to sea is romanticized by many and the true pressures are ignored. Similarly, when sailors get married, their wives are frequently unaware of these demands.

The navy's attitude has been that should a person who requests going to sea discover that he cannot tolerate the pressure of being at sea, he should resign, since he volunteered to go to sea. There are three possible results of this. Firstly, some sailors simply resign, which involves a costly loss of trained personnel. Secondly, some sailors continue to go to sea, often developing serious social or psychological problems as a result. Thirdly, some sailors manage to get drafted off the ships to a land base, which saturates the navy with personnel who cannot be utilized at sea. Clearly, each result is less than ideal.

A possible solution to this problem is to sharpen the recruitment procedures. Aspiring sailors could be exposed to seminars which highlight the psychosocial dangers of going to sea. Those who are married could attend such seminars with their partners. Social workers

and psychologists could be employed to screen applicants for their suitability as deploying personnel (as the psychologists do with aspirant submariners and divers). Such a practice would actively discourage people from joining the navy, thereby increasing the mean commitment of those who nevertheless persisted in their application.

A second possible solution would be to appoint sailors on a trial basis. The South African National Defence Force has recently introduced a new employment system where all new applicants are appointed for only two years. This two year contract can be renewed a number of times, or the worker can apply to join for a medium term contract of five to ten years, which is also renewable. Only later can he or she apply for long term service (ie. a permanent appointment). This gives both the sailor and navy the opportunity to assess whether each sailor is, in fact, suitable for a life at sea. The contracts of sailors who prove unsuitable for sea duty should not be renewed. Social workers could again play a role in presenting the DRSeminar to all young sailors and assessing their family's capacity for deployment resilience.

A third practice would be to proactively prepare sailors for sea life. A revised form of the DRSeminar could be developed which deals with these issues in a preemptory way. All sailors could be required to attend a preparatory DRSeminar when they become engaged to be married. This would assist in developing families which are resilient to deployment stress early in the sailor's career, before the stress passes a threshold.

The implementation of such procedures may decrease the number of successful applicants, and could be interpreted as attempting to *dis*courage people from joining the navy. Nevertheless, it may increase the overall deployment resilience of sailors, yielding a crew of sea ready and dedicated personnel who both wish to be at sea and who are able to tolerate being at sea. The long term benefits of such a system are convincing.

Rotation of Personnel. One of the oft-cited problems that sailors and their families have is that many sailors have to serve at sea for many years without respite. Some sailors have been continuously sea going for ten to twenty years, without any extended period on land. This often results in an erosion of family cohesion due to lack of contact. In other cases,

the family breaks down when the husband is finally drafted to shore because they have developed only a closed-ranks style of family functioning and cannot tolerate being together.

The American nuclear submarine flotilla has been extensively studied since they have a unique form of deployments. Each submarine is manned by two complete crews who alternate going to sea every three months. This facilitates extended periods of contact with the family. While this does not obviate deployment stress, it facilitates a stronger family identity and probably enables sailors to continue functioning well at sea for longer periods.

While this model is probably not suitable for the South African Navy, the principle of planning time at home for sailors is promising. Discussions are currently underway in the South African Navy to draft a policy which requires that all sailors be land based for one year every three to five years. This time at home would be used to strengthen family ties, to build father-child relationships, to enhance worker satisfaction (thereby promoting retention) and to enhance the productivity of personnel.

Such a system would, at face value, require a larger work force - twenty-five percent larger if each sailor is landed for one in four years. The author's conviction is, however, that with such a system in place, many of the sailors who currently refuse to go to sea, would be prepared to go to sea, knowing that they will not be trapped at sea for a decade or more. This would assist in clearing out some of the underproductive workers in the navy.

Rewards for Going to Sea. Sailors currently receive few, if any, material rewards for going to sea. They receive the same salary that a person who works in a land based post receives. Sailors, however, tend to work more night duties than others, are away from home for six to nine months of the year, work weekends when at sea and frequently miss significant religious and political holidays. Furthermore, sailors are seldom at home to celebrate birthdays, births, anniversaries, matric dances and other significant events in the life of the family. It would significantly increase the value of going to sea if these personnel were financially rewarded for their sacrifices.

Predictability of Deployments. Local research is quite conclusive in demonstrating that the personnel of ships whose deployments are unpredictable suffer significantly greater stress than ships whose deployments are predictable. Naval management needs urgently to address the issue of predictability. A core feature of the DRSeminar training is to enable families to adequately prepare for separations, both emotionally and practically. Unpredictable deployments do not allow for adequate preparation, which directly impedes deployment resilience.

Support. Local and international literature is clear that military support buffers sailors and their families from deployment stress - it is a core ingredient in deployment resilience. Formal support networks need to be established for all sea-going personnel. Managers need to take an active and proactive interest in the well-being of their crew. Personal and family needs should be accommodated (eg. fathers should be given time off work to take children to hospital when they are at home). Positive relationships between peers should be actively encouraged. The involvement of families in the naval lifestyle should be promoted.

Frequency versus Duration of Deployments. It is a commonly held belief in the navy that ships which deploy frequently for brief periods experience less deployment stress than ships which deploy for longer periods. Local research indicates that, in fact, the reverse is true. Shorter, more frequent deployments are more stressful than longer, less frequent deployments, even though the average number of days at sea per year are equal.

The most convincing explanation for this finding is that each separation requires an adjustment from the family. The family must accommodate the husband leaving and then returning. This is true irrespective of the length of deployment. The stressor "deployment" should thus be calculated as the number of deployments per annum, rather than the number of days spent at sea per annum.

Naval management needs to pay particularly close attention to providing support to members of the smaller ships which deploy more frequently. The various issues mentioned in this section - recruitment, rotation, rewards and support - are of cardinal importance for

these sailors and their families.

CONCLUSION

The reader has completed a journey which has taken five years and will undoubtedly continue several years into the future. The process of designing, developing and partially evaluating the DRSeminar has been described and critiqued and areas to be addressed in the coming years have been identified. The author's original intention was to conduct research which had practical application. This has certainly been achieved. The DRSeminar has been presented to the Director of Social Work in the South African Medical Services and has met with a favourable response. The seminar addresses a central experience of most military employees - separation.

For any defence force to be mobile and combat ready, personnel need to have a family system that can accommodate the separations that military operations demand. At the same time, a defence force needs stable and socially healthy soldiers and sailors. This requires the military to protect the interests and well-being of its families. The DRSeminar has clear potential to meet both imperatives - it enhances deployment resilience which both improves the well-being of the family system and frees the soldier to focus on the military operation.

Extensive work on refining, generalizing and expanding the DRSeminar is needed, not simply because it is not yet adequately developed, but also because of its tremendous possibilities. The DRSeminar needs the support of the DRScale, which is still being developed. Together, they form a comprehensive package comprising both assessment and intervention tools which any military social worker dealing with routine partner separation can use, in both counselling and preventive education. With further development, the package could be used by non-military occupational social workers and human resources managers in many occupational settings.

❦ APPENDIX ONE ❦
PARTICIPANTS' MANUAL

Deployment Resilience Seminar

Written by:
Major Adrian van Breda

1996

Contents

Introduction to the D.R.S.

The Deployment Resilience Seminar is the fruit of a few years of research in Simonstown and the study of numerous journal articles from the United States of America and Britain.

In 1992 social workers at the Institute for Maritime Medicine became increasingly involved in the support groups of the independent ships and submarines. Mrs Margaret Cammack of the Church Centre was the key co-ordinator of the support groups. She promoted effective working relationships between the social workers, support groups and church centre.

As a result of our involvement in support groups and the initial readings in the field of deployment stress, we began to question how local naval families experienced deployments. This formed the basis for the first study, which was conducted at the end of 1993.

Sixty-eight men and women took part in this initial study, Emotional Cycles of Deployment, which tracked the emotional and relational changes in the family over the deployment cycle. The key findings of this study were published in Navy News (Van Breda, May 1995) and Milmed (June 1995).

In 1995 a further deployment study was conducted with couples from SAS DRAKENSBERG. This study asked men and women, "What do you find makes deployments easier to cope with?" This study resulted in a list of factors related to successful coping with deployments.

The third study, which was conducted at the end of 1995, involved assessing the social and family functioning of over 500 members of the Navy in Simonstown. This study was useful in enabling us to compare sea-going men with land-based men.

Over the same period, we were collecting journal articles and books from across the globe, in order to improve our understanding of deployments and to make use of the latest research findings. We have over 100 articles dealing with military deployments.

All the knowledge in the world is of no use if it is not converted into a form which can bring about a change in our environment. The Deployment Resilience Seminar (DRS) is this form.

We have identified the key factors which are related to successful coping with deployments. We hope you will learn to practice these factors during this seminar. By developing these factors you will increase your family's resilience against deployment stress.

These factors may be known to some of you. This would not surprise us, since we learned about these factors from you in the first place. But for many, while you may know these factors, you have forgotten to carry them out. We hope that you will be motivated to reactivate those aspects of your relationship which facilitate a healthy marriage and family life.

The DRS is designed for couples, whether married or not. The seminar assumes that you have or will soon have children, but it does not address children directly. Some of the staff at IMM are exploring the idea of running workshops for navy children.

We trust that you will find value in the DRS and that this manual will help you continue the process of developing deployment resilience beyond the completion of the course.

(2nd ed. August 1996)

The Emotional Cycle of Deployment

"With the love and support of my husband, when he is here," writes one loyal navy wife, *"or that of family and friends when he is not, I think we cope pretty well. I'm not saying that being a Naval wife is a picnic, but we try to make the best of what we have when we have the time to do it together and somehow this makes the bad times not so bad and the good times the best."*

Another wife writes, *"If he goes for a long period I adjust quickly and cope as well as I can, but for the short trips I feel frustrated because I just start adjusting and then he returns."*

A husband says, *"When you leave on a deployment, problems seem to crop up at home. Therefore you are constantly worried about what is happening at home. Good communication would solve this problem."*

Another experienced sailor states, *"I do not think that having a 'part-time' father had any detrimental effect on my children's development. There have been some slight disappointments, such as missing baby's first words or first steps as well as many birthdays and anniversaries. There were just as many happy reunions, belated celebrations and 'unbirthday parties' where dates were held over to suit paydays, holidays, sea time, etc. I am sure this happens to many of us! I feel that good planning and foresight removes any trauma and dramatics usually associated with father being away from home."*

These four people are ordinary sailors and wives from Simonstown who took part in a detailed survey in 1993. One of the results of this study was the development of a local version of the Emotional Cycle of Deployment (ECOD) which was created by the US Navy (Logan, 1987).

It is no great revelation that men and women go through various emotional and relational changes before, during and after a deployment. One of the unique aspects of this study, however, is that we can see that men and women have a very similar experience of deployments. In virtually all respects, they feel the same about being separated from each other.

The ECOD is truly a *cycle* in that it continually repeats itself. And in the South African Navy, with deployments which are often quite short and repetitive, this is especially true.

Stage One: Anticipation of Loss. A couple of weeks prior to deployment the couple are beginning to accept the reality of another separation. Couples typically begin to withdraw emotionally from each other, often speak little, especially about the deployment itself and sometimes have arguments - *"fairly volatile, we argue a lot."* Couples feel moody, depressed, edgy and tense. Wives often resent the Navy for *"taking my man away."* Husbands often feel guilty for abandoning their wives - *"I am worried if my family will be alright."* It's a busy time, both getting the family ready for the separation (last minute fixing of the hot water cylinder!) and at work, *"frantically trying to sort out as many things as possible".*

Stage Two: Detachment and Withdrawal. The few days prior to leaving are often the most difficult. Some couples become clingy and anxious about separating - *"Want to do everything with him"*, while others *"avoid one another and I don't talk to him much."* Men, particularly, tend to withdraw emotionally, speaking little and keeping as busy as possible - *"Will I get everything finished in time?"* Although physically together, the couple has already separated emotionally.

"Lots of emotional tension at home!" "We tend to snap at each other." "My wife is very calm and loving, but I get miserable, which affects my family." "Wife moans about going to sea again - asks questions like, 'Why?'" Arguments about finances abound.

Conflict is at its greatest now. *"Most of the time we are at each others' throats,"* says one wife. *"Sometimes I pick fights to make the parting easier,"* says another. *"Little arguments break out because of petty things,"* says one husband. Being snappy, moody, irritable, tense, emotional and edgy seem to be the most common feelings.

A great deal of the conflict seems to centre around the differences in the experience of the deployment by husband and wife. Wives feel angry that the husband is not distraught over having to deploy. Husbands feel pressured to say that the deployment is a terrible thing, even though they have found a way to make some sort of peace with it.

Stage Three: Emotional Disorganization. With the separation now a reality, couples have to develop their own ways of adjusting to their unique situations. Feelings of loneliness can be quite painful now as couples suddenly realise their aloneness - *"One week down, how many to go?" "I become very lonely, especially at night."* Both husbands and wives often feel *"relieved that the departure is over."* And many couples enjoy the periods of separation.

Men tend to 'switch off' and *"concentrate on the trip, getting on with daily tasks."* Typically, husbands try not to think about home, but inevitably, they *"start loving and missing my family more and more."* Wives also tend to try to keep busy, visiting friends and seeing to the family needs. At other times, however, wives may feel ambivalent about socializing, feeling that they ought to stay home and that going out means being 'unfaithful' to their husbands. Some wives feel they live two lives: they don't fit in anywhere, feeling they are neither single nor married.

A feeling of independence often begins to grow in wives, sometimes faster, sometimes slower. Some seasoned Naval wives rearrange the lounge furniture immediately after departure to indicate that *"the house is now mine."* Meanwhile, husbands are usually fretting over, *"Is the family coping okay?"*

It is important for both partners to move beyond this stage of disorganization in order to adjust healthily to the deployment. Men need to perform competently on board, and wives need to care adequately for themselves and their families.

Stage Four: Recovery and Stabilization. At some point, couples may reach a stage of stabilization. It seems that this only happens on longer deployments (six or more weeks), and may be passed over during shorter deployments (less than a month). Couples *have* to cope, and do. One wife says, *"I feel better, happier, more positive and nicer to be with. I've gotten into a routine and feel happy about it."* While a husband says, *"We correspond - many letters, telephone if possible, weekly messages to and from ship - maintain healthy communication."*

But feelings of longing for each other grow strong. Men get tired of being away, even bored. Couples often report, *"Absence makes the heart grow fonder,"* one wife commenting that *"I realize how much I love him!"*

During these separations women literally become heartsick, becoming physically ill more often and becoming quite depressed. In fact, this depression is sometimes so serious that medication and counselling are needed.

August						
M	T	W	T	F	S	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Stage Five: Anticipation of Homecoming. And before you know it, the trip is almost over, and the lounge must be rearranged in preparation for hubby to come back as *"Captain of the ship"* (in many cases!) Wives often feel that they must get the house in shipshape, fix everything that needs fixing and ensure that they look their best. Some *"plan some celebration"* and *"bake his favourites."* The restless anticipation becomes desperate.

But, it is *"mixed feelings - excited, happy, wondering if all's right."* One man says, *"I hope there's enough love when I get home."* And another, *"Waiting for a bad surprise."* Women are also anxious about *"Will he be happy with the decisions I have made?"* or *"What mood will he be in?"* Even couples who express much excitement and happiness in this stage, also have a sense of apprehension and nervousness, hoping things will be okay.

Stage Six: Renegotiation of the Marriage Contract. Like stage two, couples are frequently together physically, but not emotionally. It takes a while to get used to each other and to feel like a couple again. One wife said, *"He sometimes feels like an intruder in the house."*

Coming home is always an adjustment. For the husband there is the difficulty of finding his place in the family again, taking up his responsibilities and behaving in a family way. For the wife there is the loss of independence and control, having to consult her husband or even hand over responsibility to him. For many couples these first few days of reunion are *"stressed and topsy turvey."* Couples may argue, feel nervous and on guard. One man says, *"Good stuff until the emotions run dry."* Sometimes partners even become violent.

But for many couples, *"It is like we are on honeymoon again."*

They are *"very friendly and loving towards each other, the children are happy to have their dad back, and he is in a good mood and starting to relax."*

Stage Seven: Reintegration and Stabilization. The marriage relationship will return to normal - for good or for bad - if the couple has enough time after a deployment - *"We settle down and behave like a normal married couple."* For those whose marriage has stresses, *"things are getting strained again - we are both quite moody, although his problems are job related, whereas mine are home and children related."* One wife writes, *"I feel resentful because he expects me to look after the kids 90% of the time. His job takes up too much of his time. He needs to spend more time with his family."* A husband writes, *"We have on and off arguments - I ride the ship at home."*

In our Navy, however, stage seven usually occurs only rarely. Most couples describe *"apprehension about the next trip on its way."* A wife said she was *"too scared to ask when is the next trip."* Stages seven and one often blur into an inseparable unity, so that the cycle continuously repeats itself.

In our navy dates of arrival and departure are far from fixed. Arriving or leaving home a day or a week earlier or later than planned disrupts the natural unfolding of the seven stages. This creates stress in both partners and in the relationship.

Emotional Cycles of Deployment can be confusing, disruptive and seemingly controlling of a person or relationship. Couples may find their feelings for each other routinely shifting between love and hate. One man succinctly describes the seven stages as follows:

a. *Wife is excited for me to leave.*
b. *Wife is not so excited for me to leave.*
c. *Wife wants me to come back.*
d. *Kids and wife want to know when I will return.*
e. *All at home excited.*
f. *Everybody at home happy to have me back.*
g. *Wife wants me to go to sea again.*

Where to from here?

Understand Yourself. Perhaps the main use of the ECOD model is to learn to understand and appreciate that every couple goes through some kind of cycle, often with themes that may be similar to those described here. In her excellent article, Logan suggests that, "lack of sexual intimacy just before deployment could be accepted as a natural reaction to difficult circumstances rather than being viewed as personal rejection. Arguing during that time may be tolerated instead of perceived as evidence of a deteriorating marriage. It also helps to know that it is perfectly normal to feel somewhat strange with each other when the husband first comes home."

Understand Your Partner. A second use of the model is our finding in this community that husbands and wives do not differ much in the pattern of the cycle. Perhaps the primary difference is that men are more defended against anxiety than women - they tend to throw themselves into the work at hand. In my work with couples I often hear wives saying their husband prefers going to sea than being at home and that it is a holiday for them. In reality, however, most of the men I have surveyed find deployments stressful, even destructive. They often just don't like to admit it. Couples should talk more to each other about their experience of deployments.

Share with Others. Lastly, it is useful to be able to talk to other people who are in the same 'boat' as oneself. Speaking to other men or women who are also going through a deployment can help you get perspective on what you are feeling and help you realise that perhaps you are not so crazy after all.

Perspectives on the Naval Lifestyle

Reasons to Bitch! There are many reasons to be unhappy about the navy and about deployments. Salaries are poor, sailors are given few or no additional rewards for going to sea, promotions are slow, duties (especially one-in-three duties) markedly disrupt family life, deployments are often unpredictable and erratic, replacements are lacking so many sailors spend over ten years on board without relief, and people often feel unsupported by their superiors and the naval organization.

We have seen that people who dwell excessively on these very real and very disruptive factors end up feeling helpless, angry, depressed, negative and hostile towards the navy. Deployments are seen as intrusive and pointless - a complete and utter waste of time!

Pretty soon, the wife begins to nag her husband to get off the ship, to take a stand, to be home more often. He gets irritated with her, in addition to being angry with the navy, and takes his frustrations out on his wife or children. A vicious circle of anger and negativity is established. Typically, the conflict becomes a marital conflict, even though it is actually a work-related conflict.

Although these very real concerns need to be spoken about and addressed by the naval community, you yourself cannot change these factors. Neither you, nor your Captain can change your salary structure, the recruiting and training policies or the operational planning of your ship. Dwelling on issues that you cannot change will only do more damage than good.

Attitudes to the Military. One's general attitude to the military is related to life satisfaction and military readiness (paraatheid). Researchers found that the well-being of army wives was related to cumulative stress and perceived military stress. In other words, wives who had been exposed to numerous life stresses and who felt that the army placed too much stress on their lives tended to feel distressed and unhappy (Knapp & Newman, 1993).

'Perceived military stress' is an important concept. It doesn't refer to actual military stresses such as deployments or duties themselves. It refers to the feeling that the military places too much stress on them. It is a *feeling* of excessive stress. This is important, because it is then in our power to change. We can change the way we look at things and feel about things. By changing our perceptions of military stress, we can enhance our well being.

But it goes further than this. Research shows that "soldiers' perceptions of their families' attitudes towards the military as well as the military's responsiveness to family needs have an impact on work commitment" (Rosen, Moghadam & Vaitkus, 1989). A soldier who thinks his wife is anti the military or who thinks his wife feels the military doesn't care about her, will have low morale at work. Her feelings about his work influence *his* feelings about his work, forming a vicious circle.

Of course, the navy has a responsibility to care for its employees and their families. When they don't do that they are causing low morale. But at the same time, we are responsible for our own feelings and perceptions. People who have positive perceptions of the military have a sense of well being and have high morale at work.

Attitudes to Deployments. The way one perceives a deployment plays a tremendous role in one's resilience to it. When a deployment is perceived by a husband or wife as intrusive or unnecessary, they will find the deployment very stressful. When we view the deployment as an important part of national security and as a challenge, our resilience to deployment stress is enhanced.

I occasionally get in trouble for saying that the thing the navy needs right now is a war. I imagine that if we could compare the morale and deployment resilience of the navy during the border war with the present, we would find that both had decreased dramatically. War, despite all its negative aspects, offers a legitimate reason for deployment, which alters our perceptions of it, thereby stimulating our resilience.

Where to from here?

Thinking positively about a deployment will activate your natural resilience to deployment stress. Only you can change your mindset. It is not something we can blame on others or on the navy. We are the only ones responsible for our attitude.

View the deployment stress as an enemy to be attacked. The stress is something which will try to sabotage you, your family and your life. You need to don your armour and go to battle against this subversive force.

View the deployment as a tyrannical two year old who demands his own way, tries to control everyone and ignores the needs and feelings of others. Put the two year old in his place. Tell him to hold his tongue. Decide that you are adult, you are in charge.

View the deployment as an opportunity to have space from each other. We can easily get bogged down in our relationships. A little space aerates the relationship, keeping it fresh and youthful. Enjoy the regular honeymoons that the navy affords you.

View the deployment as an opportunity for self development and autonomy. Instead of having to think about someone else, you can be a bit selfish. You can go to art classes in the evenings without feeling guilty. You can socialize with the guys every evening without having to justify yourself. You can develop your own thoughts about yourself, your partner, your family, about life. Sharing these thoughts will spice up any relationship.

In Brief. Get involved in the life of the navy. Periodically talk out your frustrations about the navy, and then forget about it. Develop a positive attitude towards deployments. Think positive thoughts about the naval community. Join a support group.

Remember that "parental absence is only the precipitating factor not the source of stress. The source of stress is the resultant change in family structure which occurs at the time of the absence and again upon return. Therefore, the way that the family copes with the in and out status of the travelling member is of vital importance" (Riggs, 1990).

Developing Social Support

One of the findings of the research into the Emotional Cycles of Deployment was that feelings of loneliness and longing for each other are the most commonly reported feelings during the three stages of deployment (early, middle and late deployments). In fact, half the lonely feelings were reported as occurring in the first week after departure. As the deployment moves along, the feelings of being alone become feelings of longing for her husband or for his family. In other words, what is initially a general feeling of loneliness becomes a more specific feeling of being separated from a certain person.

Some writers note that feelings of aloneness are particularly unpleasant ones, since we are not usually taught to feel okay with being alone. They suggest that feelings of powerlessness, meaninglessness, isolation and/or self-estrangement are actually quite natural when we are on our own. It is, they say, inherently stressful for most of us. But at the same time, aloneness need not be a negative trauma, but rather, it can be perceived as an opportunity (Boynton & Pearce, 1978).

It is less useful to try to simply keep busy, than to develop meaningful relationships with other people. Busyness simply distracts you from being aware of your aloneness. Developing relationships will help you face and deal with the aloneness. Developing a social network, for both sailors and their wives, has been shown to help couples reduce the stress related to deployments, as well as general life stress (Eastman, Archer & Ball, 1990; Riggs, 1990; McCubbin & McCubbin, 1992).

There are probably four main sets of social supports that you may find useful: military, community, family and religious. Obviously there may be some overlap between these groups, and some may find all their support needs being met in only one of the groups. It would be valuable for you to evaluate your own social support network based on what follows.

Military support. In our research here in Simonstown, we have asked sailors and their wives whether they feel they can rely on other sailors or wives for support in times of personal or family need. Just over half the people responded negatively. What is interesting is that these people, who felt unsupported by the military community, also tended to experience much more sadness and depression during the deployments. In a more recent local study of almost 500 navy personnel, people who felt supported were found to have better overall social functioning, were more satisfied with their work, finances, family and friendships, and experienced better health, less depression and higher levels of energy.

Building relationships with other military families who experience the same deployment as yourself will be useful. Naval wives have rated the ship's support group and having special friends in the same situation as one of the most important factors which makes deployments less stressful. Husbands have also commented that their relationships with colleagues play a significant role in their well-being during deployments. Research shows that family support groups enhance the emotional well-being of wives (Rosen, Teitelbaum & Westhuis, 1993). While some ships have active support groups, others do not. Perhaps you need to consider forming one.

Being a part of the lifestyle means getting involved in it. Wives who participate regularly in planned activities with other naval wives are more resilient to deployment stress. Wives who try to live up to the navy's expectations of them have more resilience.

Wives who have their own careers are in a kind of catch-22. Their employment promotes independence, self-sufficiency, androgyny and higher self regard. But it also results in their being less involved in the navy, and so somewhat more vulnerable to the stresses of deployments.

We think that many naval men try to keep their spouses separated from the navy, to prevent their wives from 'interfering' with their work. Some men also believe that by keeping their wives detached from the navy they are protecting them from the stresses and strains of the naval community.

In reality, however, they are making it harder for their wives to adopt the naval lifestyle, which decreases their resilience to deployment stress. We believe that wives who participate actively in naval functions are likely to cope better than those who don't.

Community support. Having good relationships with non-

military people in your community is an important dimension of a healthy social support network. Some people feel that non-military friends do not understand deployments or think military people are strange. Other people, in contrast, feel that non-military friends give them a stable social foundation which doesn't change with the navy and which helps them feel 'normal', like any other family.

In a valuable study, Hiew (1992) assessed military mothers' social supports and their children's functioning. He found that mothers who felt supported by the community tended to be able to rely on more people for support. The children of these mothers tended to act out less in class and at home, and performed better at school. Children who had greater social support tended also to act out less in class.

Overall, it seems that many couples benefit from having meaningful relationships with members of their community. Perhaps having other people on whom we can depend makes us a little less dependent on our spouses, which helps to kind of buffer us against the stress of being separated. People whose only support is their spouse will probably experience deployments as more difficult than people who also rely on several other people for support.

Family support. For many there is little better than being able to visit a parent or sibling, and talking about Life. People often find that they can relate to a member of their family better than to any other person in their social circle. Families provide a home base, a point of reference in a world which is often confusing.

For many people, however, maintaining ties with extended family can be difficult. Often people are transferred away from their home town, leaving them isolated. Sometimes we have unhappy relationships with our families. Frequently I see couples where the in-laws create conflict between the partners, or where one partner feels the other is too dependent on their family of origin.

I guess there are no easy answers to these very real difficulties. It is important, however, to maintain as healthy a relationship with one's family as possible. These people are a crucial part of everyone's life and this relationship should be protected. But if the in-laws are creating difficulties in your marriage, then you need to create a clear boundary between your immediate family (spouse and children) and extended family (parents and siblings).

Religious support. It may seem unusual to find this in a social work book, but a great deal of research has shown that families who are actively involved in religion tend to be healthier than those who are not (McCubbin & McCubbin, 1992). It seems that families who have a shared religious core, a spiritual commitment or a strong religious orientation, tend to be healthier and stronger. This is particularly important when there are teenage children in the family.

Perhaps it is having the support of friends who share one's spiritual beliefs. Perhaps it is knowing that there is a God who is interested in your well-being. Perhaps is it having spiritual guidelines for coping with changes in life, such as separations. Perhaps each person who has a "spiritual commitment" will be able to give their own explanation for why religious support helps. In the local study into coping strategies, a number of wives identified their faith as being an important facet of successful coping.

Where to from here?

Perhaps you need to begin by asking yourself three questions (McCubbin & McCubbin, 1992):

- Are you emotionally supported? In other words, do you receive support that leads you to believe that you are cared for and loved?

- Is your esteem supported? That is, do you receive support that leads you to believe that you are esteemed and valued?

- And do you have network support? Or, do you have support that leads you to believe that you belong to a network of communication involving mutual commitment and mutual understanding?

If you could answer "yes" to all three questions then you probably have quite a good support system which will help to buffer you from deployment related stress.

If you answered "no" to one or more of the questions, you need to ask yourself where your support is lacking: military, community, family or religion? Work out a plan to go out and meet new people. Buy a book on how to start conversations. Take a risk - visit a new church or temple, go to the local lace guild, take a

course in pottery, invite an old friend over for coffee and scones, ask a buddy for advice on fixing your car, talk to a colleague about missing your family back home.

Get Involved in the Navy. Getting more actively involved in the life of the navy will enhance your deployment resilience.

Attend military functions, such as divisions, family days and sports functions. In doing this the wife will meet her husband's colleagues and seniors, see where he works and what work he does. The husband will feel that his wife is more involved in and knowledgeable about his work. You will be promoting the work-family interface, which will enhance well being, morale and deployment resilience.

Make friends with other naval families. There seem to be two extremes of naval families: those who socialize only with the navy and those who have no naval friends. Both extremes are probably unbalanced. But having some naval friends will help during deployments. These people understand the deployment and what it is like, they help one feel linked with the naval community and give one a feeling of camaraderie.

Join (or start) a support group for your ship. Research is clear that support groups play a crucial role in the well being of both wives and sailors. Our experience in Simonstown over the past five years bears this out. Some vessels don't have a support group. It is not the responsibility of the social worker to start one - no-one wants to join a 'welfare group' anyway! It is your responsibility.

Wives use the support group to talk about their frustrations with the deployment, to get letters to their husbands, to convey emergency messages and to socialize with someone who 'knows'. Husbands feel more at ease during a deployment when they know that there is a network of caring wives who will support his family when they need it.

Ultimately, only you can change your social support. It takes courage to take risks. It always does. So go for it!

Financial Management

In the original survey of sea-going families, all the participants showed marked concern about their financial situation. Petty officers and the crew of the small vessels were the most concerned. The greater the concern about finances, the greater the people's marital conflict, anxiety and worry, and loneliness during deployments.

"While away I have more expenses than I do normally have at home, eg. laundry, telephone, etc. This means that while I'm away it places a financial strain on my family which we are not reimbursed for."

"I feel angry that the SADF minimizes the value of the wives of the PF members. We're expected to hold the fort and make adjustments with just a pat on the back for thanks. This is not adequate compensation for all the sacrifices made by me and my children."

In the more recent survey, once again, the entire group of participants (over 400 service members) showed marked concern with their financial situation. Married people tended to be more concerned than single people, sea going people more than land based workers, and petty officers and chief petty officers more than other ranks. There were no apparent differences between units. The greater people's concern with their finances, the worse their overall social functioning, their energy levels and their health. Clearly, people in the navy are exceptionally concerned about money!

In our counselling of military couples, we have frequently found finances to be a key subject of conflict. In contrast to American military couples, where the wife is usually responsible for the finances, 75% of local couples indicated that the husband carried primary responsibility for the management of money. A third of the husbands thought that concerns about finances made the deployments more stressful for their wives.

In another local study, financial security was found to be an important factor by men and women in helping to make deployments less stressful.

Where to from here?

It would seem, therefore, that although money is a problem for us all, having reasonable security about money seems to promote resilience against deployment stress. It would be important for all couples, but particularly sea-going couples, to evaluate their management of their finances. Perhaps a number of questions could be posed which would help to focus the evaluation.

Do you and your spouse talk about your finances? This may seem like a silly question, but the reality is that many couples do not discuss their finances. This results in arguments when the one who is 'in the know' feels that the other partner, who isn't 'in the know,' is overspending. Often this happens because the one who is in the dark is in the dark! If they *knew* about the family finances, they might be able to budget better. If you and your partner don't discuss finances, start doing so today!

Do you have a clear financial budget? When I was first asked to run a workshop on financial management I felt quite stupid presenting a section on basic monthly budgeting, especially since the group comprised people in middle management. Until I realized that very few were actually using a budget! Now the budget forms the centre piece of my workshops on money management. Without a budget, few people will be able to come out at the end of the month.

When people hear the word 'budget' they often think of heavy, time consuming planning. But really, a budget is simply a way of helping us decide what to spend our money on. A budget doesn't necessarily help you earn more money, but it can help you make important choices about what is more or less important. Some people spend money when they see something they want. When you do this you are in danger of spending more than you have, or of running out of money for really important things like food or debts.

A sample monthly budget is attached to the end of this module. Each family would need to devise their own form. The expenses of a couple without children are quite different from those of a couple with three teenage children. It is important to accurately list your income and expenses.

It is often helpful to divide

expenses into those which are essential and those which are non-essential. An existing Edgars account has to be paid, but buying another pair of shoes at Edgars may be a luxury we can't afford. A budget helps us keep track of these decisions.

If you're like most people (and like me), you will find budgeting to be a real drag. But in the end, it may be all that helps you work out where you stand financially. When people come to us with financial problems, the first thing we do is draw up a budget. So, save us a little time, and do it yourself.

Do you have unpaid debts? We all get into debt from time to time. Very few can pay cash for an oven or lounge suite, let alone a home or a car. Being in debt is not the end of the world. Watch the movie *Rosselie Goes Shopping* if you want to know about spending money you don't have! The problems start when you get behind in your payments.

I had a client some time ago who had borrowed a few thousand rands from a financial institution to buy beds and some furniture. I suppose that at the time he honestly thought he needed the stuff and that he could afford the repayments. But when I saw him a few years later, he had paid virtually nothing back and his debt had almost trebled in that time.

He had become so depressed by the situation that he allowed himself to slip further and further into debt. Virtually all his furniture had been removed. He owed R20 000 to various people. By the time I helped him draw up a budget we had to create a five year plan to gradually pay all these people back. A very depressing situation. A predicament which he needn't have gotten into in the first place, had he done some basic budgeting.

If you have debts, make sure that you are up to date with your payments. If you can't make the full payments, go and speak to the people. Most companies simply want their money. Even if you pay R30 a month over a couple of years they will be happy, provided you have made a commitment. Some people find it helps them to arrange to have the payments deducted directly from their salary.

Do you use a credit card? My wife has a credit card. I don't. The reason for this is that she is better at controlling her spending than I am. Had I a credit card I'd end up spending more than I realistically can. However much we want to use the card, we must remember that we are paying 25% interest on that credit.

If you have difficulty controlling your spending, then cut up your credit card, cancel your revolving credit, and set up a debit order of R100 per month into a 32 day recall account. You know that credit is dangerous, so don't use it. Rather save regularly, and when you have enough cash, go out and buy what you need.

Using account cards at clothing and furniture shops is useful, provided you carefully budget for the monthly payments and can afford them. Frequently people spend up to their limit so that they are heavily in debt, and then get behind in their payments.

Prepare for Deployments. One of the most common deployment problems experienced by military social workers is finance. Husbands periodically go to sea without making financial arrangements for their wives, some families are so financially restricted that when crises arise during a deployment there is no emergency fund and some wives spend thoughtlessly and run out of cash mid way through a deployment.

The navy and social work services have no funds to assist in such cases. It is critically important that couples plan their finances prior to deploying. Set up an emergency cash fund. Leave sufficient cash for the family (and for bills) during the deployment. If there is concern in the family regarding the wife's ability to manage funds alone, seek financial counselling from the unit social worker.

In Short. The bottom line is that most of us are struggling financially. The only thing that will ease the situation is careful financial planning. This means making rational, thought-out decisions about spending, staying out of debt or at least keeping up to date with payments and being prudent with credit. And last, but not least, talking to each other about your finances. Working together on your finances will decrease deployment stress and improve the marriage relationship.

	CREDIT (IN)
INCOME	
Gross Monthly Income	
Bonus	
Additional Income	
TOTAL INCOME	

	DEBIT (OUT)
ESSENTIAL FIXED EXPENSES	
Tax	
Pension/Provident Fund	
Medical Continuation Fund	
Rent/Bond	
Rates & Taxes	
Repayments:	
Car	
Loans	
Short-term Insurance:	
Household	
Car	
School Fees	
Other	
Sub-total	

	DEBIT (OUT)
ESSENTIAL CHANGING EXPENSES	
Accounts:	
Clothing	
Furniture	
Petrol/Transport	
Car Maintenance	
Food	
Electricity/Gas/Water	
Telephone	
Medical	
Other	
Sub-total	

SAVINGS AND INVESTMENTS	
Savings	
Life Insurance	
Investments	
Sub-total	

NON-ESSENTIAL EXPENSES	
Clothes	
Hairdresser	
Alcohol/Cigarettes/Drugs	
Entertainment	
Domestic Help	
Other	
Sub-total	

SUMMARY	
TOTAL INCOME	
TOTAL EXPENDITURE	
BALANCE	

Family Systems

All families have structure. They are not just a haphazard arrangement of individuals who happen to live together. Families have hierarchies (some people have more power than others), they have boundaries which delineate me from you, they have rules, expectations and family roles, they have a style of discipline or behaviour control and they have patterns of communication and intimacy. If we could describe all of these things in a family, we would have described the structure or landscape of the family as a whole.

When it comes to naval families there are a number of unique features. Of course, not all these features are true for all families all the time. But they do seem to be present in many families.

Changes in Structure over the Cycle of Deployment. In the average family we usually find two levels in the hierarchy, namely the parents and the children. And we also find the parents occupying two roles: parent and spouse. So in a way we could say that there are three groups in the "average" family: children, parents and spouses.

In Navy families there is an additional factor: deployment. Some writers suggest that military families "adopt one of two *modi operandi,* that is, one family structure in which the military member bears major responsibilities when present in the home and another in which the spouse is in charge while the military member is absent" (Eastman, Archer & Ball, 1990).

In most military families there are repeated shifts in structure as Dad moves in and out of his parental and spousal role. Mums are sometimes wives and sometimes single mothers. Kids are sometimes children, sometimes *in loco parentis*, and sometimes even substitute husbands/companions.

These continual changes in family structure are not bad, but they tend to be quite stressful. Every time there is a change in structure, people have to adjust. And these adjustments take energy. Sometimes people don't have the energy to adjust properly. Children often find these adjustments difficult.

Open vs. Closed Ranks. Some families cope with deployments by 'closing ranks.' In other words, when Dad goes to sea, the family closes around themselves and shuts Dad out. The family doesn't think about Dad - they get on with life as if he doesn't exist. This usually helps the family cope well during the deployment. But it is very hard for Dad to gain access to the family after the deployment, with the result that the post-deployment or reunion phase tends to be difficult.

Dad feels left out, ignored and irrelevant. He has no role to play in decision making or discipline of the children, he has no control over the finances and feels emotionally isolated from the others. Invariably this causes conflict between partners. Sometimes men even use violence to get back into their position as 'head of the house'.

Some people commented on this in the naval survey: *"In a nutshell, the father of such a family becomes a spare-wheel and figurehead." "When my husband is at sea, he has no family responsibilities and when he returns he expects his lifestyle to be the same as it was at sea, eg. relaxing when he wants to, going out and not having to tell anybody." "Sometimes he feels like an intruder in the house." "On and off arguments - I ride the ship while at home."*

In contrast, some families keep 'open ranks' during deployments. When Dad goes to sea, they think about him all the time, feel incomplete and unable to make decisions without him, and try to hold things over until he returns. When he does return, the man feels very welcome. His place in the family has been kept open and it is easy for him to slot back into his family role.

But the deployment itself is hell for the family. In effect, they cannot cope. The family is too needy of him to get on with life without him. It is often these families who come to social work for help with family problems or to request that the husband be drafted off the ship.

One sailor says, *"When I go to sea I turn myself off and get totally involved in my work so that I can get through the sea time, but my wife cannot do that - she and my daughter go through hell."*

The catch-22 of this scenario is that the coping methods which help families cope with deployments (closed ranks) make reunion difficult, while the methods which help families cope with reunion (open ranks) make the deployment difficult. Families have to find a *middle* road between these two.

Changing Roles. I mentioned earlier that family roles are a dimension of family structure. In as much as the family structure changes over a deployment, so do family roles. In other words, different people are responsible for different things at different times. Sometimes these changes in roles are stressful for families.

In our local research we found that almost two thirds of the men and women felt frustrated by these changes in roles. Often, the men felt unhappy with the way things were handled during their absences, and this left them feeling out of control of the home-life. Conflict over these role changes is common.

Some men responded: *"Confusing and always leading to arguments. If something is not done or incorrectly handled the blame is also shifted to and fro." "Doing things yourself makes you feel reassured, but you feel unsure about things when other people have to do them." "It causes stress and does strain the relationship." "Loss of control over what's going on."*

Some women responded: *"The responsibility of being the single parent when my husband is away is tiring especially as I am working full time." "It worries me quite a bit. At times I feel very much a single parent. I don't mind responsibility as far as household maintenance and finances are concerned, but sometimes wish that his job didn't always have to come first!" "There is no routine. Although I don't mind other people's help at all, I prefer for him to do it, because he does it better."*

When we compared the deployment stress of people who felt frustrated with the role changes and those who did not, we found tremendous differences. People who felt okay with the role changes tended to experience greater satisfaction with life, less worry or anxiety, marital conflict and loneliness. They also tended to be older, with more sea experience. They felt assured of the support of others in their units. People who are exposed to unpredictable deployments tend to experience more stress from changes in roles.

Overall, then, learning to make these role changes in an easier way is of crucial value in helping families develop deployment resilience. *"My wife is completely capable of managing my son and our finances as required." "I am pretty much self-sufficient, so I don't really see it as a major hassle, however, I do miss having him around." "When you marry a man who is required to spend time away from home you are aware of his working conditions, however, this acknowledgement does not make the parting any easier. Our marriage would* ***not*** *work if I were dependent upon him. These men need wives who can adopt an independent role!"*

Where to from here?

Keep the Family Present. For men who are deployed, maintaining a symbolic presence of your family will help you endure deployments more easily and feel more a part of your family. Ask your family to give you a photograph of themselves before you leave. Ask each member of your family for some small personal possession of theirs for you to look after during your absence. Keep a family log and write brief notes in it each day during the trip - read it to your family when you return. Take a small tape recorder with you and read children's story books onto tape for your kids.

Keep Dad Present. For mothers who stay at home, it is important to keep Dad part of the family life - to keep his place symbolically open. Keep Dad's chair unused during the deployment. Get Dad to lend one of his personal possessions (eg. a comb) to each member of the family for safekeeping. Help Dad write a letter to the family before he leaves, outlining his love for each member of the family - read the letter at each meal time or when putting the kids to bed. Get Dad to tape record children's stories which can be played to the kids at bed time. All these things symbolically remind the family that Dad is still part of the family.

Keep Dad Involved. Mums should symbolically keep Dad involved in day-to-day decisions. If your kids ask you to make a decision, you could say, "I first want to discuss it with your father and then I'll let you know." By saying this, you give them the message that Dad is still part of the parental pair. You could then go to a place in the house that symbolizes your husband and think about the decision. Make a decision that you feel the two of you would have made had you been able to discuss it together. When you tell your kids your decision, say, "Your father and I have decided ..."

Welcome Home, Dad. Helping Dad find a place in the family when he returns is terribly important. The family could keep a daily log of events, which they

could read to Dad. Some families plan a little celebration, bake something they know Dad likes, plan a quiet evening at home or a walk along the beach. Making homecoming a special event is important, even on shorter deployments. It helps the family system adjust to Dad's return and helps Dad find his place in the family.

Family Rituals. These suggestions are family rituals. Rituals are symbolic acts that each family needs to evolve and which have a ceremonial quality. Rituals are often repetitive, which helps to make them part of the family identity (Imber-Back, Roberts & Whiting, 1988). "Resilient families appear to cultivate a commitment to ensuring stability by creating a sense of rhythm to family life through its rituals and routines. In the midst of change and even chaos, resilient families appear to create a climate of predictability and continuity" (McCubbin & McCubbin, 1988).

Family Identity. Every family has an identity, just like each person has an identity or a self-image. This identity is made up of the rituals, celebrations, routines and rules of the family. The family identity is what a child will remember of the family when he grows up. If you think back on your own childhood, what stands out from your experience of your family? Do you remember the Christmas celebrations, or the card games the family played or your parents never coming to watch you play sport? These things which you remember are the identity of your family.

When you look at the family that you are a part of now, what do you think of its identity? Is it a strong and warm identity, or is it weak, or perhaps a cold and unwelcoming identity?

Each member of a family contributes to the identity of that family. You can help to create a family identity that you feel good about, one which will support you through difficult times, and which will be remembered by the family for years to come.

Rather than letting deployments rob your family of a positive identity, try to build the esteem of your family within the framework of deployments.

Separation and Children

All empirical studies conducted in the South African Navy to date have focused exclusively on the parents/spouses. A number of people, however, felt that children deserved more attention: *"The people suffering the most when the men are at sea are the children!" "Absence, on the positive side, helps the family towards healthy independence and appreciation of each others' roles within the family. A different situation if you have a wife with a baby and other small children."*

Recently the wife of a naval officer phoned to ask if I would see her young son who became quite out of control when his father went to sea. We spoke briefly over the phone and I made a few suggestions for how she might help her little boy to adjust better. She phoned on the day of the first interview to cancel, saying that he seemed fine this time. In the course of talking on the phone she realized that this was the first trip that *she* had felt okay about. She had been feeling more at ease about the deployment. We concluded that her being at ease had helped her son feel at ease.

This example is classic and has been shown to be true in many situations by American researchers. It doesn't take a professional to convince parents that children are affected by separation from a parent. But it may be useful to summarize what professionals have said about how children experience separations.

The table on the following page presents the feelings and behaviours which affect the child's adjustment to parent absence (Amen, Merves, Jellen & Lee, 1988).

During a deployment, children may become depressed. Children, unlike adults, do not say they feel "depressed". The most frequent symptom is abdominal complaints, followed by sleep disturbances, headaches, decreased physical activity, withdrawal, moodiness and fear of school.

Children who are most at risk of separation problems are boys between the ages of five and ten. Sudden or long deployments are the most stressful for children. When there is conflict or poor communication in the family, marital problems, or a negative attitude towards the deployment, kids tend to become depressed during the separation.

Hiew (1992) suggests that junior school children tend to use three methods of coping during military separations:

Emotion-focused coping, used to regulate emotional distress, is the most appropriate strategy to control negative feelings felt during pre-deployment and deployment. Examples of children's comments are, *"I try to forget about it,"* and, *"I wish he didn't have to leave."*

Problem-focused coping, which aims to manage or change the problem situation, is also used during pre-deployment and deployment. Children say, *"I made plans with my Dad for what I will do when he is gone,"* and, *"I thought of the last time he had to leave."*

Social support seeking is the third form of coping, and is used particularly during the deployment itself. Kids report, *"Talked to Mum about how bad I feel about Dad's being gone,"* and, *"Accepted help from teacher in school when I had trouble paying attention."* Hiew found that children who use social supports a lot during deployments tend to act out less and to make greater use of problem solving coping.

Where to from here?

There are many suggestions we can make which will help children cope better with deployments. Some of them are listed here:

Preparation for deployments. Spend time with your children explaining where you are going, why, and how long you'll be. Use maps, calendars, or paper chains to help young children visualize the length and location of the deployment. The Deployment Snake, an example of which is included on page 20, can be drawn prior to departure. Each morning the child colours in a segment. Dad should be home by the time the whole snake is coloured in. (If it transpires that Dad is delayed, the snake can give birth to little snakes which also have to be filled in!)

Take a picture of each of your children with their Dad and give it to them before leaving. Dad can tape record children's stories for the kids to listen to at bed time.

Help your children talk about their feelings about the deployment. Talk to your child about your own feelings about the

deployment.

Marital Conflict. Captain Adele Waters, a psychologist at IMM and the wife of a sailor, suggests that marital conflict, which is normal before a deployment, should be explained to children in order to prevent the belief that Dad left because Mum and Dad were fighting. She has a number of suggestions for how parents can go about explaining this to their children.

Firstly, ask your child how he or she feels about Dad going to sea. They may well respond with feelings, such as sad, upset, even angry.

Second, explain to your child that ***both*** parents have the same feelings - Mum because Dad is leaving, and Dad because he is leaving the family behind.

Third, explain that because Mum and Dad aren't feeling nice about the trip, they don't listen properly to each other and so they misunderstand each other. And as a result they have a fight.

If your child is school-going, explain that when she is feeling sick, she doesn't want to play with her friends or listen to the teacher. And in the same way, when Mum and Dad are feeling sad, they don't listen to each other properly.

Fourthly, it is important to reassure your children that Mum and Dad still love each other and their children, even though they are fighting.

Daddy's boy. We have seen in our work with naval families that fathers (and mothers) often tell their eldest child or son that he is now the man of the house during Dad's absence. This tends to place tremendous pressure on a developing child who is not yet ready for such responsibilities. It is better for Dad to give the child one specific, age-appropriate and manageable task, such as putting chlorine in the pool every weekend. Giving a child a specific task of Dad's helps the child feel in touch with Dad without being overwhelmed with responsibility.

Mum isn't Dad. Beverly Mortiz, the wife of an American Naval Chaplain writes, "Often well-meaning friends will remark to the wife whose husband is gone, 'My, it must really be hard having to be both mother and father!' I'll say it's hard! In fact, it's impossible. There is just no way you can step in and suddenly become a 'father' to your children. That's a position only one person can fill - your husband. But you do have to be the best possible mother! This does not mean necessarily that you must spend *more* time with your children. The very fact that your husband is gone and you have the full load of their care may make it all the more imperative for you to have time to yourself and to experience the company of other adults. What is important is that we improve the quality of the time we do spend with our children."

Mums, look after yourselves! All the literature agrees that Mum's coping is directly related to kid's coping. In other words, if Mum feels stressed out, kids will act out. If Mum is at ease, the kids will be too, as we saw in the incident at the beginning of this module. There is an old saying that the best thing a father can do for his children is love their mother. Similarly, the best thing a mother can do for her children is look after herself.

Deployment Colouring Book. Two colouring books for younger children are being developed by this office. The first, "The Fisherboy and the Dolphin," tells the story of Matthew, a little boy, whose father has gone to sea. It describes some of his feelings and how he learns to cope with the separation. The second depicts a military family experiencing a father's deployment, showing pictures of sailors in various jobs, sailors preparing for departure, ships and planes on maneuvers, families in various activities without Dad present and finally the homecoming and reuniting of fathers and their families. Use these books to help your children identify and talk about their various feelings regarding Dad's going away.

Routines and Rules. Children need predictable and stable environments in which to live. Protect your kids by maintaining the same rules and routines that apply when Dad is home. Don't slack up and relax too much. Keep dinner and sleeps at the same times as usual.

Maintain Dad's presence in the family. Fathers often complain that their children are forgetting who they are. Dad should write to the children regularly. Write individual letters to each child - don't just end a general letter with "Love to the kids". It may help for Mum to pack pre-addressed and stamped postcards in Dad's luggage. Mums can help their kids draw pictures for Dad and write him letters. Use their drawings to help them talk about their feelings. Symbolically consult

Dad before making decisions, as described in the previous module on "Family Systems."

Welcome home, Dad! Plan a little welcome party for Dad. Help the kids bake biscuits or make a poster for Dad. Have a family reunion first, and then plan a special time just for yourselves. Dad needs to ease back into the family gently, rather than just taking over with force. Take it a little easy on the kids at first Dad, especially where discipline is concerned. Parents need to realize that children need time to readjust to Dad being home.

A Word from the Wise. An experienced sailor shares his thoughts on the effects of naval life on children, having himself grown up the son of a sailor. He believes that this fact helped him *"grow up an extremely independent person who learned from an early age to look after my own affairs and be self-sufficient. This seems to have rubbed off on our three children. These skills stood them in good stead for their adult life and I do not think that having a 'part time' father had any detrimental effect on their development. There have been some slight disappointments such as missing baby's first words or first steps, as well as many birthdays and anniversaries. There were just as many happy reunions, belated celebrations and 'unbirthday parties' where dates were held over to suit paydays, holidays, sea time, etc. I am sure this happens to many of us! I feel that good planning and foresight removes any trauma and dramatics usually associated with father being away from home."*

In Short. Realise that children are affected by deployments, and that they often take longer to adjust than adults. Keep to the usual routines and rules during Dad's absence. Help your child talk about the deployment and tell them how you feel. Give the child a tangible symbol of Dad during his absence.

	Pre-Deployment Phase		Deployment Phase		Post-Deployment Phase	
	Any combination of these feelings	Could lead to any of these behaviours	Any combination of these feelings	Could lead to any of these behaviours	Any combination of these feelings	Could lead to any of these behaviours
Parents	Resentment. Anger. Guilt. Frustration. Anxiousness. Sadness.	Arguing - to distance and/or express anger. Father withholds notice of deployment until last minute. Lack of adequate preparation due to denial. Emotional and physical withdrawal.	Feel overwhelmed and depressed. Displaced anxiety. More independent and assertive. Anger. Fear of infidelity. Mom resents kids taking their anger out on her.	May just give in to battle with kids and ease up on rules, routines, etc. Overprotective, kids may begin to sleep with Mum. Increased alcohol consumption. Somatic complaints. Everything that goes wrong is blamed on father. Things start to be done Mum's way. Withdrawal from kids even more.	Fear of infidelity. Let down (fantasy reunion doesn't live up to expectations). Anger at absence. Jealousy of kid's preference for one parent. Husband forgets normal noise and confusion. Both feel "I had it worse".	Questioning. Suspiciousness. Withdrawal. Try to take power back through physical violence. Difficulties compromising. Want the other to "take care of me".
Pre-Schoolers	Confusion. Surprise. Guilt during magical thinking period. Sadness.	Clinging. Irritability. Increase of attention-seeking behaviour.	Sadness. Feelings of abandonment. Separation anxiety. Confusion at routine change. Feelings of guilt for Mum's sadness. The four or five year old child is most sensitive to separation from Dad.	Change in appetite or sleep. "Father hunger". Behaviour problems - may act out Mum's anger or anxiety. Evidence of lowered self-esteem. Attempt to care for Mum.	Joy and excitement. Wants reassurance. Anger causes desire to punish or retaliate against Dad. May be afraid of Dad.	May have made something for Dad - wants recognition. Clingy. Oppositional or avoidant behaviour. Attention-seeking behaviour. Compete with Mum and other sibs.
Junior Schoolers	Sadness. Anger. Separation anxiety. Guilt during sub A&B. May feel cause of father's leaving even if discussed. Feels lonely before he leaves.	Behaviour problems. Regressive behaviours. Angry outbursts mixed with clinging.	Feel like the man around the house/like Mum's companion. Loneliness (Dad is often a pal or friend at this age). Feelings of abandonment. Fear that separation between Mum and Dad may be permanent. Confusion over masculinity.	School problems ("Dad's not here to make me do it"). Swing from very responsible to very irresponsible. Encopresis and enuresis increase. May act out Mum's distress. May act out own anger. Increased aggressive or hypermasculine behaviour.	Joy and excitement. Remaining anger. Anxiety over changing roles in family. Competition with Dad for masculine role.	May have made something for Dad - wants recognition. Attention-seeking behaviour after things have settled. May act out anger. May initially attempt to split parents.
High Schoolers	Sadness. Fear of mother's rejection. Denial of feelings. Anger.	Aloofness, "don't care" attitude (arguing as defence against closeness or expression of anger). Friends take on increased value.	Sadness. Independence (as a defence and developmental task). Anger.	School problems. Behaviour problems. Control problems (Dad not there for control).	Anger. Relief. Resentment.	Defiance. Behaviour problems. School problems.

Deployment
Snake

Marriage

When we asked sailors and their wives which factors made deployments less stressful, the single most important factor was a healthy, trusting and mutually respectful marriage relationship. In fact, this single factor was considered as important as all the other factors combined.

And yet, we have found that marriages are usually less than ideal, and often in desperate need of help. A successful marriage always takes a lot of hard work, but for Naval couples the work is especially hard. The stress of repeated separations can rob a relationship of its intimacy, leaving a hollow husk of what could have been a fruitful marriage.

Role Changes. As was discussed in the module, "Family Systems", each deployment demands a reshuffling of roles and relationships in the family. The wife shifts between being married and single. Often her responsibilities change. During deployments she is responsible for finances, major decisions and the social life. Between deployments, she may have to hand the responsibilities back to her husband.

More importantly, during the deployment the wife is *in charge*. But when hubby comes home, she may have to abdicate this power. Wives often say that they handle the responsibilities better than their husbands, particularly as they become more experienced with deployments. Handing back the power can be a source of conflict in many relationships.

Androgyny. Researchers have found that androgynous women cope better with deployments than typically feminine women. Women who depend on their husbands for decision making, security, etc will battle to cope alone. In contrast, a woman who has the traits of both the typical man and the typcial woman, stands a better chance of feeling in control during deployments.

In our experience, the couples who cope well with deployments are those in which the husband feels okay with his wife's androgyny. Conflict can emerge between partners when the husband feels uncomfortable with having a wife who copes 'too well' when he is away. The husband who likes dependant, nonassertive women may unwittingly prevent his wife from coping adequately with deployments.

In brief, wives should develop a competent and independent style of living, and husbands should develop a sense of personal security with having a strong wife. These two in combination will form a solid platform for a naval marriage. One without the other could spell disaster.

Conflict Management. Most couples experience conflict before and after a deployment. This conflict is normal and functional. It serves the purpose of helping the partners emotionally separate from each other. However, we have seen that this conflict can escalate until it becomes entirely out of hand. In many cases it becomes destructive and even violent.

Learning how to manage conflict in a way that promotes the relationship is a process that takes years. Conflict management skills are easy to teach, but difficult to carry out, particularly in an intimate relationship. Nevertheless, conflict should not be avoided, but dealt with as it arises - and certainly prior to deployment.

Violence. When partners cannot resolve conflict maturely and constructively, violence is a real possibility. We work with many cases of domestic violence at the Institute for Maritime Medicine, but believe that we see only the tip of the iceberg.

The period just before and after a deployment is when the couple is most at risk for violence. When a husband feels his wife has too much power or when he feels he cannot gain a position in the family, he may use violence as a way to assert his authority. It is as if to say, "I'm the boss here!" One might be justified in saying that when a man hits his wife he is acting out his feelings of insecurity and inferiority.

The solution to this violence is twofold. First, the husband has to acknowledge that the violence is getting out of hand and that it may be rooted in his own insecurity. And secondly, he needs to nurture his self-esteem in ways that are constructive and helpful.

Intimacy. During a wives' deployment discussion group I asked my female co-presenter to explore how their sex life was after a deployment. The reaction was overwhelming: *"Great! Wonderful! Like we're on honeymoon again!"*

Unfortunately, this intimacy is often short-lived. One husband

said that things were *"Great until the emotions run dry."* A wife wrote that she feels *"Lust"* just before her husband returns, but after the return, *"Things go back to usual."*

Emotional withdrawal is common just before, and often just after a deployment. It is not a reflection on the health of your marriage. Even the most healthy couples withdraw. In fact, our research suggests that the couples who withdraw emotionally experience less deployment stress. As partners withdraw emotionally, they may also withdraw sexual intimacy and affection. Some couples, in contrast, become desperately sexually active in an attempt to get really close to each other.

During the pre and post deployment phases, there are changes in intimacy between partners. These changes are normal, and not a sign of rejection, or infidelity or dysfunction.

Fidelity. Deployments always increase the risk of infidelity by husband or wife. Being alone means that partners have an unmet need for closeness and sexual intimacy. Remaining faithful to one's partner is a norm in our society and is crucial to maintaining a healthy and stable marriage.

Communication. The most important ingredient in any marriage is communication. Talking about one's feelings about a deployment, sharing fears, asking about what happened during a deployment, showing interest and respect in each other, are all facets of communication, and are all vital to a healthy marriage. Communication should continue during separation.

Where to from here?

Are you Loving? Richard Oxtoby, in his book, *"Loving"* (1989), asks couples 25 questions to help them evaluate themselves and their partners. Perhaps it would be useful to ask yourself these questions. If you identify an area as a problem, think of ways to improve that.

1. Are you kind to each other?
2. Are you considerate towards each other, trying to understand each other's needs and meeting them as far as possible?
3. Are you generous and forgiving in your attitudes to one another?
4. Do you appreciate each other?
5. Are you assertive?
6. Do you trust each other?
7. Do you love each other?
8. Are you trying, without acknowledging it, to satisfy unmet childhood needs through each other?
9. Do you criticize each other?
10. Do you take each other for granted?
11. Do you cage each other in by attitudes and behaviours?
12. Does your behaviour give each other a feeling of security - the feeling that your relationship is not going to crumble at any moment?
13. Do you allow each other to be yourselves, or are you trying to mould each other into something you want?
14. Are you very demanding?
15. Emotionally, do you give to or take from the relationship?
16. Do you express your anger directly when it arises, or do you 'bear grudges'?
17. Are you spontaneous and fun in the relationship?
18. Do you initiate much physical contact with each other outside lovemaking?
19. Do you both feel free to do what you want in your lovemaking?
20. Are you each optimists or pessimists in respect of the relationship?
21. Do you apologize to each other as often as you should?
22. Is there much humour in your marriage?
23. Do you both accept your share of responsibility when things go wrong in the relationship?
24. Are you determined to hang on to the relationship at all costs?
25. Do you have lots of clear, open communication in the relationship?

Intentional Relational Method. A method for structured 'serious' communication between partners is called the Intentional Relational Method. If you practice it regularly you will find the quality of your relationship increasing significantly.

STEP ONE. Each partner should make a list of statements beginning with "I appreciate in you..." These statements can be written down - they are like a gift to each other. By doing this, and by saying them to each other, you will increase the number of positive communications in your relationship.

STEP TWO. Each partner should make a list of statements

beginning with "I need from you..." These statements can be written down. There are two rules. Firstly, each statement must be concrete and behavioural. ("I need you love me more," is not behavioural, but, "I need you to tell me that you love me," is.) Secondly, each statement should be positively worded. ("I need you to not criticise me in front of others," is negative, while, "I need you to accept what I say in front of others, even if you disagree," is positive.) By making these statements, you are dealing with the problems or lacks in your relationship, but in a nonattacking way.

STEP THREE. Each partner should make an intentional decision to meet one of their partner's needs during the next week. As each activity becomes more of a habit, another need can be selected. Each time you elect to meet your partner's needs, you improve the quality of your relationship.

Marriage Counselling. We have frequently found that when couples come to us for counselling they are suspicious of having a third person involved. The marriage is always a private and personal part of one's life. But most couples who seek counselling are struck by the way in which a counsellor helps them communicate with each other in a constructive, honest and personal way. This kind of communication is often not possible at home.

Our office wishes to encourage those who feel they are experiencing difficulty in their marriage to phone for an appointment, or to seek private professional assistance.

Emotional Cycles of Deployment

Areas Requiring Attention:

Plan of Action:

Perspectives on the Naval Lifestyle

Areas Requiring Attention:

Plan of Action:

Support Systems

Areas Requiring Attention:

Plan of Action:

Financial Management

Areas Requiring Attention:

Plan of Action:

Family Systems

Areas Requiring Attention:

Plan of Action:

Separation and Children

Areas Requiring Attention:

Plan of Action:

Marriage	
Husband: I appreciate in you…	Wife: I appreciate in you…
Husband: I need from you…	Wife: I need from you…

APPENDIX TWO
LEADER'S MANUAL

Deployment Resilience Seminar

Leader's Manual

Written by:
Major Adrian van Breda

1997

CONTENTS

SEMINAR OUTLINE

RECRUITMENT FOR THE DEPLOYMENT RESILIENCE SEMINAR

1. Prepare a one-page advert for the DRS. Prepare a letter to the Captain of the ship, giving him the details of the DRS.

2. Meet with the Captain of the vessel.

3. **Deployments are Stressful.** Present him with the reality of the stress caused to families by deployments. Inform him of the research conducted in Simonstown from 1993 to 1996, as well as the dozens of professional journal articles from USA, UK, etc. Ask him if he would agree that, for at least some families, deployments are stressful. Hope he says, "Yes." If not, continue to present the local and international findings until he concedes that, for at least some families, deployments are stressful.

4. **Deployment Resilience Seminar.** Tell him that you have a programme to offer him and his crew, which will help them deal more effectively with the stress of deployment. The seminar is based in the findings of local and international research and has been successfully run with other ships in the SA Navy. The seminar, known as the Deployment Resilience Seminar, increases the family's capacity to resist the stress of deployments. This will increase the sailor's productivity, efficiency and sea-readiness. The seminar runs for one full day, from 8:30 to 16:30. Any couple, whether married or not, can attend the seminar. There are no restrictions of age or rank - in fact, the more varied the group the better. The seminar can be run for up to twenty couples at a time. The seminar must be attended by both partners - this is a key part of the unique value of the seminar.

5. **Invite a request for the programme.** Ask him whether he is interested in holding such a seminar for his crew. Hope he says, "Yes." If not, continue to impress him with the success of the DRS with other ships. Appeal to his sense of competition with other ships. Mention any anecdotal cases from his ship which illustrate the need for the DRS on his own ship. It is important to ensure that he *asks* for the programme - he must take ownership of it for it to work. A passive acceptance of the programme is insufficient.

6. **Recruitment.** Having elicited his approval for the DRS, explain that experience has shown that for the programme to succeed, he needs to take responsibility to market the programme to his ship. Play yourself down and boost his esteem, by saying that people will not want to attend a welfare seminar, but that they will respond if he tells them about the programme and expresses enthusiasm for it. Suggest that he himself attend the seminar.

7. **Clarify roles.** Clarify that your role will be to run and evaluate the programme, whilst his role will be to arrange the logistics of the seminar, viz. the venue, vitals for lunch and teas, transport, marketing, etc. Emphasize that the programme should be run off the ship at a venue that is easily accessible to the majority of crew (eg. Staff College in Muizenberg). Ensure that the Captain (on behalf of the ship's management) takes responsibility for these arrangements.

8. **Set dates.** Jointly set a date (or dates) for the seminar. He may be negative about wives/girlfriends coming during the week due to work commitments, and over weekends since

this is family time. Inform him that 19 out of 30 couples on one ship were both interested in the DRS and arranged for the wife to take a day's leave to attend - all the wives worked full-time. Suggest that if the couples feel the seminar will be important and helpful, they will arrange time off from work. Inform him that you will give each interested person a letter to the wife's employer, requesting that she be given time to attend the seminar.

9. **Closing.** Suggest that he inform his crew about the DRS and encourage them to attend. Suggest that he ask them to go home and discuss it with their partners, and to get a listed of interested persons after two days.

PRE-EVALUATION OF PARTICIPANTS

1. One week prior to the DRS, prepare copies of the Deployment Resilience Scale for each person who has been nominated to attend the seminar. Place two scales and a covering letter in each envelope and deliver it to the ship for distribution. Ensure that the Captain understands that the scales must be completed and brought to the DRS the following week.

FINAL PREPARATIONS

1. Ensure that a venue has been booked. Ensure that the venue is large enough for all participants and that it is a level room, not tiered. Confirm the time for lunch. Finalize the number of participants. Suggest that a hot water urn, coffee, tea, cups, etc be kept in the presentation room so that participants can have tea whenever they wish.

2. Arrange for an overhead projector, flip-chart and large kokis at the venue.

3. Ensure that you have one copy of the DRS Manual for each couple attending.

4. Ensure that you have enough sets of Happy Family cards for all participants.

5. Ensure that you have your DRS Procedures and transparencies.

6. Ensure that you have an attendance register from the ship, or a form to take an attendance register at the beginning of the seminar.

7. Ensure that you have thoroughly studied the DRS Manual and Procedures before hand, and that you feel confident about the theory of deployment resilience.

8. Ensure that you have a large jug of water and a glass at the front of the room for yourself. You will need it!

9. Arrange an administrative assistant for the day.

OPENING ADMINISTRATION OF THE DEPLOYMENT RESILIENCE SEMINAR

1. Request that participants arrive at least five to ten minutes early in order to collate their questionnaires.

2. As partners arrive, write their names on an attendance register.

3. Ensure that the questionnaires are correctly completed. Ensure particularly that each participant's name appears on the cover sheet.

4. Hand each couple a copy of the manual.

5. Have each participant write their name on a computer label.

INTRODUCTION

1. Duration. Forty-five minutes.

2. Outline:

   a. Introduce self and participants.

   b. Introduce the Deployment Resilience Seminar.

   c. Discuss seminar structure and rules.

   d. Discuss seminar evaluation.

3. Objectives of Module:

   a. To orientate participants to the seminar and to establish the framework for the day's activities.

   b. To 'break the ice' and encourage each person to speak, thereby setting a norm for group participation.

4. Procedure:

   a. Welcome participants to the course.

   b. Introduce self, qualifications and interest in deployments.

   c. Ask participants to introduce themselves to the group.

      i. Ask everyone to state their name and what they hope to get out of the seminar.

      ii. Ask the men to tell us a little about their family.

      iii. Ask the women to tell us a little about their partner's career in the navy.

   d. Present the history of the course and the idea of 'deployment resilience'.

      i. Sea-going clients seen by social workers in Simonstown in the early 1990s presented with unique difficulties, yet the services rendered to them were the same as were rendered to land-based. We found that these services were less effective than they ought to be. Furthermore, we found that deployments were taking a negative toll on families. This led to a thorough study of the literature regarding naval deployments and to a number of research projects to investigate the effects of

deployments on families. Some of these findings were published in Navy News, Milmed and Social Work/Maatskaplikewerk.

ii. Based on these findings and on the many hours of interviews with sea-going families, a set of factors were identified which were associated with successful adjustment to the deployment lifestyle. These 'coping factors' were thought to enable families to resist the stress of deployments. The presence of these factors meant that the family was resilient to deployment stress, much as having antibodies makes one resilient to certain diseases.

iii. These 'coping factors' were compiled into a one day seminar, using a method of training called Psychoeducation, which was called the Deployment Resilience Seminar. The first seminar was presented to nineteen couples from the SAS PW BOTHA, a strikecraft in Simonstown, on 30 July 1996.

e. Present the course outline, manual and children's books (when available).

f. Describe the structure of the programme, expectations, rules, etc.

i. Times and breaks.

ii. Active, vocal participation is encouraged, but voluntary.

iii. Confidentiality - don't discuss other's personal lives with people outside the group.

iv. Participants are encouraged to promote the seminar to others if they feel it was a worthwhile experience.

v. Constructive criticism and feedback will be valuable.

vi. At the end of each module couples will have an opportunity to decide how to make use of the information in the own family. This is a crucial part of the course, and will result in an assignment book tailor made for each family. Couples who do not carry out their assignments at home will find that the course has been less useful than it may have been.

g. Explain the process of evaluation

i. A pre-seminar assessment has been conducted.

ii. At the end of the seminar a written evaluation of the seminar will be requested

iii. Two weeks after the deployment a follow-up evaluation will be conducted. A follow-up questionnaire will be posted to all participants. The purpose is to evaluate what changes have been experienced by course participants.

iv. All assessments are confidential, but not anonymous. This is because in order to make comparisons of deployment resilience before and after the seminar, one must be able to directly compare the same participant's questionnaires.

v. Should any couple wish to receive feedback on the results of their questionnaires, they should contact the seminar presenter, who will send an interpretation of the results to them.

EMOTIONAL CYCLES OF DEPLOYMENT

1. Duration. Sixty minutes

2. Outline:

   a. Large group discussion framed in theory of emotional cycles of deployment (45 minutes).

   b. Present suggestions for increased deployment resilience (5 minutes).

   c. Couple planning (10 minutes).

3. Objectives of Module:

   a. Normalize the emotional turbulence associated with deployments by placing it within an empirical framework.

   b. Build group cohesion by enhancing the similarities of experience.

   c. Highlight the similarities in experience between men and women.

   d. Bring the subjective experience of deployment into clear focus.

4. Procedure:

   a. Describe the model, while facilitating a group discussion of their experience. Areas to be highlighted include:

      i. Marital conflict and emotional and sexual withdrawal in the first two stages of deployment serve the function of preparing couples for physical separation. This is an important function and one without which couples cannot do.

      ii. During deployments, depressive symptoms are common, frequently requiring supportive counselling and medication.

      iii. Men and women have virtually identical experiences of deployments, except that during the deployment, men seem to throw themselves into their work, which helps to reduce their anxiety and loneliness.

      iv. Homecoming is not always an entirely positive experience for couples. Anxiety, nervousness and ambivalence are common.

      v. Many couples find they need a couple of days to get used to each other again, and during this time they may experience marital tension, sexual

difficulties and conflict over roles.

b. If appropriate, present transparency four regarding one sailor's comments regarding how his wife responds to the cycle of deployment. This can be used to demonstrate that, while deployments are stressful, being at home can also become stressful. Couples sometimes learn to live with an absent father.

c. Present the ways in which the model can help couples.

   i. Understand Yourself. Normalize the changes in the relationship.

   ii. Understand Your Partner. Men and women have almost identical responses to deployments. Talk and share your feelings with each other.

   iii. Share with Others. Speak with others who are "in the same boat" as you. This will help you maintain perspective during difficult times.

d. Ask couples to discuss how the model can help them and what to remember in future deployments.

PERSPECTIVES ON THE NAVAL LIFESTYLE

1. Duration. Thirty minutes.

2. Outline:

   a. Explore negative aspects of naval lifestyle (15 minutes).

   b. Explore resultant sense of helplessness (5 minutes).

   c. Present concepts concerning attitudes towards deployments (5 minutes).

   d. Couple planning (5 minutes).

3. Objectives of Module:

   a. Highlight the futility of dwelling on the 'unchangeable' aspects of the naval lifestyle.

   b. Promote positive thinking regarding deployments.

4. Procedure:

   a. Allow a 'bitch session' regarding the participants frustrations with the naval system, focusing on those aspects which are unchangeable, eg. low salaries, no/slow promotions, lack of replacements which results in long periods of sea duty, duties (especially one-in-three), lack of support from the naval system, lack of financial incentives to stay at sea and erratic and unpredictable deployments. Actively raise these issues, and provoke the group's anger. Write these issues up on a flip chart, overhead projector or white board.

   b. Facilitate an exploration of the feelings which result from the above discussion, such as anger, helplessness, depression, etc. Ensure that the group understands that excessive focusing on the unchangables leads to a feeling of helplessness and negativity. Write these issues up on a flip chart, overhead projector or white board.

   c. Briefly present the theory which links one's attitudes and perceptions of the military and deployments with well-being and deployment resilience. Ensure that the participants understand that deliberately finding positive ways to think about deployments will significantly enhance their deployment resilience.

   d. Give couples time to discuss how they can develop more positive ways to think about deployments.

   e. For the rest of the seminar, do not allow participants to raise these

'unchangeable' issues again, as this will repeatedly disempower them, by externalizing their locus of control. Should they raise these issues, remind them of the feelings they evoke (viz. helplessness) and the fact that none of us can do anything directly to change these issues. Assure the group, if necessary, that the social work department is continuously bringing these issues to the attention of naval management. It may also be of value to inform the group that most of these issues are not under the control of the Captain of their vessel, and that he too has many frustrations with the system.

SUPPORT SYSTEMS

1. Duration. Forty-five minutes.

2. Outline:

   a. Present theory (15 minutes).

   b. Small group discussion by gender (15 minutes).

   c. Feedback (10 minutes).

   d. Couples planning (5 minutes).

3. Objectives of Module:

   a. Entrench an understanding of the importance of support networks in deployment resilience.

   b. Address the factors which impede the establishment of adequate supports.

4. Procedure:

   a. Present the theory of support systems, the four main types of supports (naval, community, family and religious) and the correlates of support with well-being and child coping.

   b. Divide the group into men and women. No more than ten people per group.

   c. Request groups to discuss:

      i. why social support is important (for their own gender), and

      ii. why some people (own gender) don't have good social supports.

   d. Obtain feedback from the two groups, writing their responses on newsprint.

   e. Request couples to make decisions regarding their social support.

FINANCIAL MANAGEMENT

1. Duration. Twenty-five minutes.

2. Outline:

   a. Present theory of financial management (15 minutes).

   b. Couple planning (10 minutes).

3. Objectives of Module:

   a. To know the fundamentals of financial management.

   b. Increased commitment to ensuring the financial well-being of family during deployments.

4. Procedure:

   a. Present the basic theory of financial problems, budgeting and other aspects of financial management. Ensure that the following aspects are stressed as increasing deployment resilience:

      i. Regular and constructive communication between partners regarding finances will substantially reduce marital stress. Disclose that a large percentage of marital problems are related to conflict about financial management.

      ii. Financial preparation for deployments is crucial. Budgeting before hand will help, as will establishing an emergency cash fund.

      iii. Neither the Navy nor the social work department has financial aid for families during deployments. Every year a handful of cases come to us in which a wife is stranded with no money for food, transport or electricity during a deployment. We have no way directly to help her.

   b. Facilitate couples to discuss, "What are our financial difficulties?" and to generate possible solutions to the financial difficulties they may have.

FAMILY SYSTEMS

1. Duration. Thirty-five minutes.

2. Outline:

   a. Present systems theory (10 minutes).

   b. Present idea for maintaining a 'husband-aware family' (5 minutes).

   c. 'Happy Families' role plays (15 minutes).

   d. Couple planning (5 minutes).

3. Objectives of Modules:

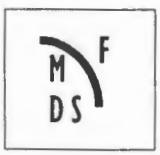
   a. To assist couples in assessing their own family structure.

   b. To promote the maintenance of a 'husband-aware family,' thereby stabilizing the family system.

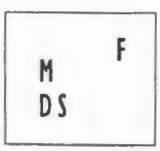
4. Procedure:

   a. Present the concept of open versus closed ranks, using the diagrams to illustrate.

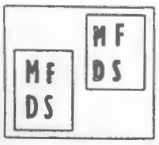
      i. Closed ranks. When the husband goes to sea, the family closes ranks to keep him out. They don't think much about him, make their decisions entirely independently, and don't miss him much. By doing this they cope well with the deployment. However, when the deployment is over, the husband cannot find his place in the family again. He feels shut out. Sometimes, he may resort to extreme measures to get back in, even violence.



      ii. Open ranks. When the husband goes to sea, the family does not close ranks. His place in the family is kept open, so that when he returns he simply slots back into his place, as if he had never left. But the family cannot cope without him. They constantly miss his guidance, his control of the children's behaviour, his input and his companionship. Although it is easy for the man to get back into the family, the family cannot get on without him.



      iii. 'Husband-aware Family'. What is needed is something in-between, where the husband's place in the family is maintained so that he can gain access when he returns, but in a way that allows the family to continue confidently and successfully without him. We have coined the term



"husband-aware family" to describe families which have flexible ranks.

iv. Role changes. Each person in a family has certain roles to fulfill. Every time a family member moves in or out of the family, there is a shifting of roles. At the most superficial level, a role may be taking out the trash. If this is usually Dad's job, someone else has to be appointed to take over during his absence. Each shift of roles involves an adjustment, and all adjustments result in stress. Sometimes this stress results in conflict between partners, sometimes even violence.

v. For years people have thought that ships which deploy for long periods have the most deployment stress. Our research shows that shorter deployments are more stressful. The more often a family has to shift roles, the more they are exposed to the stress of deployments, and the harder they need to work at lubricating the role changes.

b. Present ideas for developing a 'husband-aware' family.

c. Divide the group into four "families," splitting husbands and wives. (Use can be made of the Happy Families cards.)

d. Allocate to each group one of the four suggestions for family rituals:

i. Keep the family present

ii. Keep the husband present

iii. Keep the husband involved

iv. Welcome home, Love!

e. Instruct each group to prepare a brief (two minute) drama depicting the use of the ritual, or part thereof. Give five minutes for preparation and ten minutes for the presentation of the dramas.

f. Couples to generate ideas about how to use this information to develop a 'husband-aware' family.

SEPARATION AND CHILDREN

1. Duration. Forty minutes.

2. Outline:

   a. Large group discussion regarding the effects of separation on children (15 minutes).

   b. Present ideas for helping children adjust better (15 minutes).

   c. Couple planning (10 minutes).

3. Objectives of Module:

   a. Increased awareness of the effects of separation on children.

   b. Skills to enhance children's deployment resilience.

4. Procedure:

   a. Facilitate a discussion of participants' experiences of their children's reactions to deployments, linking the reactions to developmental stages. Refer participants to the chart in the manual on page 19. To facilitate the discussion, the following typical responses of some children, may be explored:

      i. Younger children may respond to their father's return by rejecting him - an expression of their anger for the perceived abandonment.

      ii. Younger children act out their feelings about Dad going away. Older children act out because Dad's authority has gone.

      iii. Dad's may feel guilty about being firm with children when they return, and allow kids to get away with 'murder.' Conversely, some Dads demand militaristic obedience from their children, whom they think are their seamen.

      iv. Younger children may fear that Dad left because they did something wrong. They tend to believe that most events in the world around them result from their own 'bad' thoughts and behaviours.

      v. Children do get depressed, but they don't express their depression as adults do. Rather they develop psychosomatic complaints, such as stomach aches, nightmares, headaches, fear of school, etc.

      vi. Children need time to make the adjustments to Dad's comings and

goings. It takes them longer than it takes an adult, and they do not have the words to express how they feel.

b. Present the various ideas to help children adjust with greater ease.

c. Couples to discuss how to help their children adjust better to deployments. Couples without children should discuss how they would like to help their children cope with deployments.

MARRIAGE

1. Duration. Forty minutes.

2. Outline:

   a. Present theory (20 minutes).

   b. Couples to implement the Intentional Relational Method (20 minutes).

3. Objectives of Module:

   a. Increase awareness of marital factors which enhance deployment resilience.

   b. Impart skills to improve marital communication.

   c. Promote female androgyny and male security.

4. Procedure:

   a. Discuss the various marital aspects which relate to deployment resilience.

      i. Female Androgyny. Brainstorm what kind of women make the best naval wives, most able to resist deployment stress. Introduce the idea of androgyny - women who have both masculine and feminine traits.

      ii. Male Security. Brainstorm what kind of men make the best naval husbands, most able to resist deployment stress. Introduce the idea that men need to feel secure with a wife who is strong and independent - insecure men will need to keep their wives subservient, which will result in unbearable deployment stress.

      iii. Conflict. Conflict is common in all relationships. For the couple who experience routine separations, this conflict seems enhanced. It is crucial for couples to find constructive and regular ways to resolve their conflicts. When conflict is not adequately resolved, when families close ranks on the deploying husband, when husbands feel insecure about their wife's ability to cope without him, when couples cannot deal with the role changes, the couple is at risk of violence. Our impression is that there are more cases of domestic violence among sea-going personnel than land-based personnel.

      iv. Sexuality. The emotional adjustments that take place in the marital relationship before and after deployments frequently impacts on the sexual relationship as well. At times, emotional withdrawal is parallelled by sexual withdrawal or awkwardness. At other times, the

desire to cling is parallelled by an 'excessively' active sex life. The rejection of sex just before or after a deployment should not be interpreted as loss of love or as an affair. Fidelity is often a fear, and is only remedied by the continued development of trust, communication and varied sexuality in the marital relationship.

v. Communication. Communication is the be all and end all of a healthy marital relationship. Being able to discuss deployments, one's feelings about them, one's fears and needs, are crucial to deployment resilience.

b. Request couples to spend some time discussing their relationship in terms of their deployment resilience. Suggest that they use a technique called the Intentional Relational Method to facilitate this.

i. Each couple is to make a number of statements to each other beginning with, "I appreciate in you..." Give examples of possible statements, eg. I appreciate in you that you tell me that you really love me before a deployment. I appreciate in you that you help with the children when you come home. I appreciate in you that you make something special for me when I get home from sea.

ii. Then suggest that couples make a number of statements beginning with, "I need from you..." Here they may state unmet or partially met needs. Each statement must be concrete, not vague, and positively phrased, not using negative words. For example, I need from you to respect the decisions I have made while you were away. I need from you to welcome me home from sea. I need from you to be consistent in your discipline of the children.

EVALUATION AND TERMINATION

1. Duration. Thirty-five minutes.

2. Outline:

   a. Promote continued implementation of the seminar material (5 minutes).

   b. Verbal evaluation of seminar (10 minutes).

   c. Written evaluation of seminar (10 minutes).

   d. Closing (10 minutes).

3. Objectives of Module:

   a. Ensure that couples continue to implement factors associated with deployment resilience.

   b. Obtain an evaluation of the seminar.

4. Procedure:

   a. Tell couples that to benefit maximally from the seminar, they should read through their seven assignment sheets at the back of the manual during the next few days, and work out a plan to implement parts of it. Explain that while the seminar may be enjoyable and helpful, it will only enhance their deployment resilience if they put their ideas into practice. Remind them that all the material covered is in the manual, plus additional ideas. They should read bits of it from time to time to refresh their memories.

   b. Ask participants how they experienced the seminar. What was helpful for them? What was unhelpful? Had they ever met each other before? Was it good to look at these various aspects of deployments?

   c. Ask participants to complete the seminar evaluation.

   d. Close the seminar, wishing participants well.

   e. Ensure that all seminar evaluations are collected.

POST-DEPLOYMENT EVALUATION

1. Two weeks after the deployment send a pack of questionnaires to the ship, requesting each participant to complete the three scales and the seminar evaluation. Request that the Captain complete his evaluation of the seminar as well.

2. After analysing the data, send written reports to each participant, the captain and Director Social Work.

❦ APPENDIX THREE ❦
ASSESSMENT QUESTIONNAIRES

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IMM/C/104/12/1/3

Telephone: (021) 786 2920
Extension: 236
Enquiries: Captain A.D. van Breda

Social Work Services
Institute for Maritime Medicine
Private bag X8
Simonstown
7995

May 1997

Dear Participant

DEPLOYMENT RESILIENCE SEMINAR: PRE-SEMINAR EVALUATION

1. I am very glad that you are interested in attending the Deployment Resilience Seminar. I hope that you will find it both interesting and helpful. I am looking forward to meeting with you to explore ways of increasing your resilience to deployment stress.

2. In order to assist me in assisting you most effectively, and in order to be able to evaluate the usefulness of the Deployment Resilience Seminar, I would be most grateful if you would complete the attached questionnaires and bring them to the seminar.

3. *Heimler Scale of Social Functioning*. This questionnaire was developed after world war one, and is very helpful in assessing people's overall social functioning. I use it regularly with my clients. We have also used it in a large survey of nearly 500 people working in the navy.

4. *Family Assessment Device*. This questionnaire gives us a profile of how things are going at home. Please think about your whole family (including your children) when you answer the questions.

5. *Deployment Resilience Scale*. The last questionnaire is one that I am developing which will assess how you deal with the stress of deployments. It is a long questionnaire, primarily because it is still being developed. Your completion of it will not only give us information about your deployment resilience, but also help in the development of a first rate assessment scale, the first in the world.

6. Please answer the questions honestly, but without too much thought. Work quickly through the questions without discussing them with anyone. Make sure you answer every question. If you don't understand a question, try to answer it as best you can, and make a comment alongside the question.

7. The questionnaires are confidential but not anonymous. This is because I will ask you to complete the same questionnaires about two weeks after your next deployment. This will enable me to assess the effectiveness of the seminar. I will post each participant feedback about the results of the seminar.

8. ***Please remember to bring the questionnaires to the seminar.*** I appreciate your taking the time to complete them.

Yours faithfully

(CAPTAIN ADRIAN D. VAN BREDA)
OFFICER COMMANDING INSTITUTE FOR MARITIME MEDICINE: COLONEL

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IMM/C/104/12/1/3

Telephone: (021) 786 2920
Extension: 236
Enquiries: Captain A.D. van Breda

Social Work Services
Institute for Maritime Medicine
Private bag X8
Simonstown
7995

September 1996

Dear Participant

DEPLOYMENT RESILIENCE SEMINAR: POST-SEMINAR EVALUATION

1. The time has come to look again at how you are doing. The purpose of this second evaluation is two-fold. Firstly, I want to find out what has changed since the first time you filled out these questionnaires. This will give us an indication of how the Deployment Resilience Seminar impacts on your life. Secondly, I want to hear how you feel about the seminar, now that you have been through another deployment.

2. The first three set of questionnaires are the same as the previous ones.

3. At the end is another evaluation form for you to make comments about the seminar. Please give careful and honest thought to these questions. Your responses will make a significant difference to how the programme is run in the future.

4. Remember that should you want personal feedback on the results of your questionnaires, please feel free to phone me. Some have already done so.

5. Please complete these questionnaires, and return them in the sealed envelope.

Yours faithfully

(CAPTAIN ADRIAN D. VAN BREDA)
OFFICER COMMANDING INSTITUTE FOR MARITIME MEDICINE: COLONEL

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DEPLOYMENT RESILIENCE SEMINAR ASSESSMENT

Please complete all *questions.*

Name: . . . . . .

Age: . . . . . .

Rank of husband/partner: . . . . . .

Are you married, engaged or going out? . . . . . .

If married, in what year did you marry? . . . . . .

If you have children, what is the age of your eldest child? . . . . . .

Ship on which husband/partner is working: . . . . . .

Today's date: . . . . . .

HEIMLER SCALE OF SOCIAL FUNCTIONING

The questionnaire on the following three pages is designed to assess a person's general functioning. Please answer each question according to the way you feel today. Circle either Y for YES, N for NO, or P for PERHAPS. Circle the answer PERHAPS if you cannot clearly answer either YES or NO. Be sure to answer every question.

WORK

		YES	PERHAPS	NO
1.	Do you like the work you are doing?	Y	P	N
2.	On the whole, do you like the people you work with?	Y	P	N
3.	Do you feel you are in the right kind of work?	Y	P	N
4.	Have you any really satisfying hobbies or interests outside of work?	Y	P	N
5.	Have you enough opportunity for getting ahead in your work?	Y	P	N

FINANCE

1.	Do you live more comfortably than you did two years ago?	Y	P	N
2.	Are you able to save?	Y	P	N
3.	Do you feel at ease about spending?	Y	P	N
4.	Are you reasonably financially secure?	Y	P	N
5.	Do you *feel* financially secure?	Y	P	N

FRIENDS

1.	Have you a close friend in whom you can confide?	Y	P	N
2.	Outside your family, do you feel there are people who really care about you?	Y	P	N
3.	Do you enjoy making acquaintances?	Y	P	N
4.	Would you want your friends to turn to you with their problems?	Y	P	N
5.	Do you enjoy entertaining or treating people?	Y	P	N

FAMILY A

1.	When you look back, do you feel happy about your childhood?	Y	P	N
2.	Did you have a secure childhood?	Y	P	N
3.	Did you feel that there were people in your childhood who really cared?	Y	P	N
4.	On the whole, do you think your childhood was a good preparation for adult life?	Y	P	N
5.	Would you want others in your primary family (eg. parents, brothers, sisters) to turn to you with their problems?	Y	P	N

FAMILY B

1.	Are you interested in your partner's hobbies or activities?	Y	P	N
2.	Do you discuss your money, work or other problems with your partner?	Y	P	N
3.	Do you enjoy family life?	Y	P	N
4.	Do you feel that your partner understand you?	Y	P	N
5.	Do you feel that you understand your partner?	Y	P	N

PERSONAL

1.	Are you really satisfied with your partnership?	Y	P	N
2.	Do you feel that your partner really cares about you?	Y	P	N
3.	Does sex bring you much enjoyment in your partnership?	Y	P	N
4.	Do you like to be with children?	Y	P	N
5.	Can you relax?	Y	P	N

ACTIVITY

1.	Do you feel overworked?	Y	P	N
2.	Do you feel too tired to work?	Y	P	N
3.	Do you find that your mind is underactive?	Y	P	N
4.	Do you feel too tired to enjoy life?	Y	P	N
5.	Do you feel frustrated because you are prevented from doing things properly?	Y	P	N

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HEALTH

1.	Do you have frequent headaches?	Y	P	N
2.	Do you suffer from aches and pains?	Y	P	N
3.	Is sex an unwelcome activity in your life?	Y	P	N
4.	Are you concerned about your health?	Y	P	N
5.	Is your imagination painful to you?	Y	P	N

INFLUENCE

1.	Do you often feel disappointed by people you trust?	Y	P	N
2.	Do you often find that people like being hurtful to you?	Y	P	N
3.	Do you feel that circumstances are often against you?	Y	P	N
4.	Do you feel that people are often against you?	Y	P	N
5.	Would you like to have more power and influence?	Y	P	N

MOODS

1.	Are you at times very depressed?	Y	P	N
2.	Do you often feel vaguely insecure?	Y	P	N
3.	Do you feel unduly guilty at times?	Y	P	N
4.	Do you ever wish you were dead?	Y	P	N
5.	Do you find that people are often unappreciative of your efforts?	Y	P	N

ESCAPE ROUTES

1.	Are you inclined to drink too much?	Y	P	N
2.	Do you take drugs or medicine to help to relax?	Y	P	N
3.	Do you tend to get over-active or over-excited?	Y	P	N
4.	Do you tend to eat either too much or too little?	Y	P	N
5.	Are you driven to do things which cause trouble to yourself or others?	Y	P	N

SYNTHESIS INDEX

Choose the numbers between 0 & 20 (0 = "not at all", 20 = "completely") which indicate how you feel *today* in each of these questions.

1.	How far do you feel you have achieved your ambition in life?	____
2.	How far do you feel hopeful for the future?	____
3.	How far do you feel your life has meaning?	____
4.	How far has life given you enough scope for self-expression?	____
5.	When you look back, how far do you feel that life was worth the struggle?	____

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FAMILY ASSESSMENT DEVICE

This section of the questionnaire contains a number of statements about families.. Please read each statement carefully, and decide how well it describes your **own** family. You should answer according to how you see your family at the moment.

For each statement there are four (4) possible responses:

Strongly Agree (SA)	Circle SA if you feel that the statement describes your family very accurately.
Agree (A)	Circle A if you feel that the statement describes your family for the most part.
Disagree (D)	Circle D if you feel that the statement does not describe your family for the most part.
Strongly Disagree (SD)	Circle SD if you feel that the statement does not describe your family at all.

These four responses will appear below each statement like this:

41. We are not satisfied with anything short of perfection. SA A D SD

The answer spaces for statement 41 would look like this. For each statement in the booklet, there is an answer alongside. Please circle the answer that you feel best describes your family.

Try not to spend too much time thinking about each statement, but respond as quickly and as honestly as you can. If you have trouble with one, answer with your first reaction. Please be sure to answer ***every*** statement by circling the most accurate answer for your family.

1. Planning family activities is difficult because we misunderstand each other. SA A D SD

2. We resolve most everyday problems around the house. SA A D SD

3. When someone is upset the others know why. SA A D SD

4. When you ask someone to do something, you have to check that they did it. SA A D SD

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5.	If someone is in trouble, the others become too involved.	SA	A	D	SD
6.	In times of crisis we can turn to each other for support.	SA	A	D	SD
7.	We don't know what to do when an emergency comes up.	SA	A	D	SD
8.	We sometimes run out of things that we need.	SA	A	D	SD
9.	We are reluctant to show our affection for each other.	SA	A	D	SD
10.	We make sure members meet their family responsibilities.	SA	A	D	SD
11.	We cannot talk to each other about the sadness we feel.	SA	A	D	SD
12.	We usually act on our decisions regarding problems.	SA	A	D	SD
13.	You only get the interest of others when something is important to them.	SA	A	D	SD
14.	You can't tell how a person is feeling from what they are saying.	SA	A	D	SD
15.	Family tasks don't get spread around enough.	SA	A	D	SD
16.	Individuals are accepted for what they are.	SA	A	D	SD
17.	You can easily get away with breaking the rules.	SA	A	D	SD
18.	People come right out and say things instead of hinting at them.	SA	A	D	SD
19.	Some of us just don't respond emotionally.	SA	A	D	SD
20.	We know what to do in an emergency.	SA	A	D	SD
21.	We avoid discussing our fears and concerns.	SA	A	D	SD
22.	It is difficult to talk to each other about tender feelings.	SA	A	D	SD

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23.	We have trouble meeting our bills.	SA	A	D	SD
24.	After our family tries to solve a problem, we usually discuss whether it worked or not.	SA	A	D	SD
25.	We are too self-centred.	SA	A	D	SD
26.	We can express feelings to each other.	SA	A	D	SD
27.	We have no clear expectations about personal hygiene.	SA	A	D	SD
28.	We do not show our love for each other.	SA	A	D	SD
29.	We talk to people directly rather than through go-betweens.	SA	A	D	SD
30.	Each of us has particular duties and responsibilities.	SA	A	D	SD
31.	There are lots of bad feelings in the family.	SA	A	D	SD
32.	We have rules about hitting people.	SA	A	D	SD
33.	We get involved with each other only when something interests us.	SA	A	D	SD
34.	There's little time to explore personal interests.	SA	A	D	SD
35.	We often don't say what we mean.	SA	A	D	SD
36.	We feel accepted for what we are.	SA	A	D	SD
37.	We show interest in each other when we can get something out of it personally.	SA	A	D	SD
38.	We resolve most emotional upsets that come up.	SA	A	D	SD
39.	Tenderness takes second place to other things in our family.	SA	A	D	SD
40.	We discuss who is to do household jobs.	SA	A	D	SD
41.	Making decisions is a problem for our family.	SA	A	D	SD

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42.	Our family shows interest in each other only when they can get something out of it.	SA	A	D	SD
43.	We are frank with each other.	SA	A	D	SD
44.	We don't hold to any rules or standards.	SA	A	D	SD
45.	If people are asked to do something, they need reminding.	SA	A	D	SD
46.	We are able to make decisions about how to solve problems.	SA	A	D	SD
47.	If the rules are broken, we don't know what to expect.	SA	A	D	SD
48.	Anything goes in our family.	SA	A	D	SD
49.	We express tenderness.	SA	A	D	SD
50.	We confront problems involving feelings.	SA	A	D	SD
51.	We don't get along well together.	SA	A	D	SD
52.	We don't talk to each other when we are angry.	SA	A	D	SD
53.	We are generally dissatisfied with the family duties assigned to us.	SA	A	D	SD
54.	Even though we mean well, we intrude too much into each others lives.	SA	A	D	SD
55.	There are rules about dangerous situations.	SA	A	D	SD
56.	We confide in each other.	SA	A	D	SD
57.	We cry openly.	SA	A	D	SD
58.	We don't have reasonable transport.	SA	A	D	SD
59.	When we don't like what someone has done, we tell them.	SA	A	D	SD
60.	We try to think of different ways to solve problems.	SA	A	D	SD

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DEPLOYMENT RESILIENCE SCALE

This questionnaire is being developed by the social work department of the Institute for Maritime Medicine. Its purpose is to assess the couple's ability to *resist the stress of deployment*. All questions refer to you in the context of your marriage relationship. Please answer the questions honestly but without too much thought.

Each question is a statement. Read the statement and decide if it is true for **you** in **your** marriage. Circle the response which best reflects your marriage:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

SA	A	D	SD	1	We accept that it takes time for the husband to find his place in the family after a deployment.
SA	A	D	SD	2	I am involved in activities in the community (eg. sport, church, voluntary work).
SA	A	D	SD	3	Even when we are separated physically, we still feel emotionally connected.
SA	A	D	SD	4	Our marriage is in difficulty because of financial concerns.
SA	A	D	SD	5	During a deployment our family manages to stick together until the husband gets back.
SA	A	D	SD	6	Before the ship leaves we are informed approximately how long the deployment will be.
SA	A	D	SD	7	We usually manage to resolve our disagreements before too long.
SA	A	D	SD	8	I cannot trust my partner to be sexually faithful during a deployment.
SA	A	D	SD	9	The wife in our family is involved in the ship's support group. (If there is no support group, circle SD)
SA	A	D	SD	10	I usually get on well with my partner's family.
SA	A	D	SD	11	I cannot tell my partner when deployments are upsetting to me.
SA	A	D	SD	12	I feel we are in control of our major debts.
SA	A	D	SD	13	I am completely satisfied with our sexual relationship.
SA	A	D	SD	14	When making decisions during a deployment, the wife in our family always considers what her husband would think.
SA	A	D	SD	15	I can count on other couples from the ship for help with a personal or family problem.
SA	A	D	SD	16	My partner and I disagree on how to practice our religious beliefs.
SA	A	D	SD	17	If the Navy paid more, all our difficulties would disappear.
SA	A	D	SD	18	During deployments the wife in our family seldom knows how things are going on the ship.

SA = Strongly Agree A = Agree
SD = Strongly Disagree D = Disagree

SA	A	D	SD	19	I have absolute confidence in my partner's sexual faithfulness.
SA	A	D	SD	20	The wife in this marriage has a useful contribution to make to her husband's career.
SA	A	D	SD	21	Our religious beliefs are an important part of our marriage.
Yes		No		22	The husband in our family spent *more* than half the previous 12 months at sea.
SA	A	D	SD	23	My partner and I discuss our feelings about upcoming deployments.
SA	A	D	SD	24	I wish my partner was more careful in spending money.
SA	A	D	SD	25	The husband feels he has no significant role to play in our family.
SA	A	D	SD	26	Sharing religious values helps our relationship grow.
SA	A	D	SD	27	We seldom know where the ship is going before it sails.
SA	A	D	SD	28	My marriage is a perfect success.
SA	A	D	SD	29	My partner should be more involved in social activities.
SA	A	D	SD	30	During a deployment we find that we can get on okay with our lives.
SA	A	D	SD	31	We have difficulty controlling our use of credit cards and accounts.
SA	A	D	SD	32	After a deployment the husband feels shut out of our family.
SA	A	D	SD	33	My partner and I feel closer because of our religious beliefs.
SA	A	D	SD	34	I know who in the military organization to contact for help were I to have a problem (eg. pay, medical, death).
SA	A	D	SD	35	On the whole, I am very satisfied with my marriage.
SA	A	D	SD	36	I have some needs that are not being met by my marriage.
SA	A	D	SD	37	The time after each deployment is like a honeymoon for us.
SA	A	D	SD	38	I experience depression during deployments which is sometimes overwhelming.
SA	A	D	SD	39	We have a written monthly budget.
SA	A	D	SD	40	The shifting of responsibilities backwards and forwards over a series of deployments is difficult for us.
SA	A	D	SD	41	I feel uncomfortable with my partner's relationship with his/her family.
SA	A	D	SD	42	My spouse often complains that I do not understand him/her.
SA	A	D	SD	43	The ship's support group is useless or non-existent.
SA	A	D	SD	44	I am satisfied with our decisions about saving money.
SA	A	D	SD	45	It is unnatural for marital partners to argue prior to a deployment.

SA = Strongly Agree A = Agree
SD = Strongly Disagree D = Disagree

SA	A	D	SD	46	When the husband returns from a deployment he cannot find his place in the family again.
SA	A	D	SD	47	When things go wrong during a deployment it is all the husband's fault.
SA	A	D	SD	48	We avoid unit functions, sports and family days, etc.
SA	A	D	SD	49	I sometimes wish I had never gotten into this relationship.
SA	A	D	SD	50	My partner and I have different views on religion.
SA	A	D	SD	51	Deployments do not affect my life significantly.
SA	A	D	SD	52	Our family attends functions or socials at the unit.
SA	A	D	SD	53	The loneliness I feel during deployments is unbearable.
SA	A	D	SD	54	Although we could do with more money, we feel that we are coping financially.
SA	A	D	SD	55	This family can only cope when the husband is home.
SA	A	D	SD	56	Deployments tend to be erratic and unpredictable.
SA	A	D	SD	57	My partner and I enjoy the same type of social activities.
SA	A	D	SD	58	My partner meets my needs very well.
SA	A	D	SD	59	We know that there is money available for emergencies during deployments.
SA	A	D	SD	60	All of the problems in our marriage are caused by deployments.
Yes		No		61	The husband in our family has spent *less* than nine years at sea in total.
SA	A	D	SD	62	I only have fun when I'm with my partner.
SA	A	D	SD	63	I have come to terms with the emotional stress I experience during deployments.
SA	A	D	SD	64	Our family falls apart during deployments.
SA	A	D	SD	65	When we have conflict it sometimes turns violent.
SA	A	D	SD	66	Sometimes we don't handle the tension well after a deployment.
SA	A	D	SD	67	The husband in our marriage likes his wife to be independent.
SA	A	D	SD	68	We avoid any contact with naval people after work.
SA	A	D	SD	69	I can't keep up with the emotional turbulence during deployments.
SA	A	D	SD	70	I believe in my partner's ability to cope effectively during a deployment.
SA	A	D	SD	71	After a deployment we always find some special way to draw the family together again.
SA	A	D	SD	72	We cannot talk about money without arguing.

SA = Strongly Agree A = Agree
SD = Strongly Disagree D = Disagree

SA	A	D	SD	73	In our family, the husband is in charge of the wife.
SA	A	D	SD	74	By the time the deployment starts my partner and I have separated emotionally.
SA	A	D	SD	75	My partner is against my having friendships with naval couples.
SA	A	D	SD	76	When my partner is not interested in sex just before or after a deployment I feel rejected.
SA	A	D	SD	77	Family life remains the same regardless of whether the husband is deployed or not.
SA	A	D	SD	78	Our families play a strongly positive role in our marriage.
SA	A	D	SD	79	We still feel like a family despite the disruptions of deployments.
SA	A	D	SD	80	Deployments are an unacceptable intrusion into the life of the family.
SA	A	D	SD	81	We can talk honestly with each other about our feelings before and after a deployment.
SA	A	D	SD	82	Our relation with our families is sometimes an area of conflict in the marriage.
SA	A	D	SD	83	Deployments seem to appear unexpectedly in our lives.
SA	A	D	SD	84	I feel that deployments will eventually destroy my marriage.
SA	A	D	SD	85	During deployments, provisions are made for contact between husbands and wives.
SA	A	D	SD	86	I think my partner spends too much time with friends between deployments.
SA	A	D	SD	87	We have trouble paying our bills.
SA	A	D	SD	88	Our friendships with other naval families cause problems for us.
SA	A	D	SD	89	Our debts are constantly troubling me.
SA	A	D	SD	90	During a deployment we find ways to remember each other.
SA	A	D	SD	91	We have naval friends.
SA	A	D	SD	92	Deployments offer the opportunity for independence and self-expression.
SA	A	D	SD	93	Sometimes our extended family does things which create tension in the marriage.
SA	A	D	SD	94	We feel geographically isolated from the Naval community.
SA	A	D	SD	95	Our family life is dominated by deployments.
SA	A	D	SD	96	The Navy should do more to support families.
SA	A	D	SD	97	There are times when my partner cannot be trusted.
SA	A	D	SD	98	I have enough friends I can rely on.

SA = Strongly Agree A = Agree
SD = Strongly Disagree D = Disagree

SA	A	D	SD	99	Religion is an important part of my life.
SA	A	D	SD	100	During deployments I find it hard to sleep properly.
SA	A	D	SD	101	We argue about our family responsibilities.
SA	A	D	SD	102	I find I keep a very positive mood during deployments.
SA	A	D	SD	103	Our marriage is growing despite the disruption of deployments.
SA	A	D	SD	104	I feel lonely.
SA	A	D	SD	105	Our extended families help make deployments progress more smoothly.
SA	A	D	SD	106	A very unpleasant mood descends on me during deployments.
SA	A	D	SD	107	My faith helps me get through deployments.
Yes		No		108	We have attended a seminar or discussion group run by a social worker on deployments.
SA	A	D	SD	109	I occasionally forget about my spouse when we are separated.
SA	A	D	SD	110	I have at least one friend I could tell anything to.
SA	A	D	SD	111	I stay calm and relaxed during deployments.
SA	A	D	SD	112	I believe the Navy is interested in the well-being of families.
SA	A	D	SD	113	My partner is not interested in my feelings.
SA	A	D	SD	114	My partner is completely happy with my relationship with my extended family.
SA	A	D	SD	115	Even when I am with my friends I feel alone.
SA	A	D	SD	116	I get exceptionally irritable around the time of deployments.
SA	A	D	SD	131	I try to be positive about deployments.
SA	A	D	SD	132	I am worried about our debt.
SA	A	D	SD	133	We often end up arguing when talking about money.
SA	A	D	SD	134	On the positive side, deployments offer variety and space in our relationship.

SA = Strongly Agree A = Agree
SD = Strongly Disagree D = Disagree

Complete the following section only if you have children currently living with you.

SA	A	D	SD	117	There is something wrong with a child who gets a bit out of control at the beginning of deployment.
SA	A	D	SD	118	My partner or I speak to our children about how they feel prior to a deployment.
SA	A	D	SD	119	The children are encouraged to write letters to Dad during deployments.
SA	A	D	SD	120	The father is irrelevant in the lives of our children.
SA	A	D	SD	121	During deployments mothers should spend all of their time looking after the children.
SA	A	D	SD	122	As far as possible, the children's rules and routines are maintained during deployments.
SA	A	D	SD	123	We manage to adjust our family life around the deployments.
SA	A	D	SD	124	Dad makes an effort to stay in touch with each child during a deployment.
SA	A	D	SD	125	We accept that our child may feel upset about an upcoming deployment.
SA	A	D	SD	126	We expect the eldest boy to be the "man of the house" during deployments.
SA	A	D	SD	127	Our children know that they can get whatever they want from Mum while Dad is away.
SA	A	D	SD	128	We agree on the disciplining of our children.
SA	A	D	SD	129	The children feel Dad is an important part of their lives.
SA	A	D	SD	130	Discipline of the children is a problem during deployments.

Thankyou for taking the time to complete these questionnaires.

❦ APPENDIX FOUR ❦
SEMINAR EVALUATION FORMS

DEPLOYMENT RESILIENCE SEMINAR: EVALUATION

Your honest opinions about the seminar which you have just attended will be appreciated. Your thoughts will contribute to the continued improvement of this seminar. Your name is required to ensure that the group's evaluation of the seminar is as accurate as possible. Your individual answers are confidential.

Please write your name here: . . . . . .

Please circle the number which best reflects your response to each question, using the following as a guide:

1 Poor
2 Needs improvement
3 Acceptable
4 Good
5 Excellent

Please also comment on each question, making suggestions for improvements.

1. How useful was the module entitled, "Emotional Cycles of Deployment"?
   1 2 3 4 5

   . . . . . .

2. How useful was the module entitled, "Perspectives on the Naval Lifestyle"?
   1 2 3 4 5

   . . . . . .

3. How useful was the module entitled, "Support Systems"?
   1 2 3 4 5

   . . . . . .

4. How useful was the module entitled, "Financial Management"?
   1 2 3 4 5

   . . . . . .

5. How useful was the module entitled, "Family Systems"?
   1 2 3 4 5

   . . . . . .

6. How useful was the module entitled, "Separation and Children"?
   1 2 3 4 5

   . . . . . .

7. How useful was the module entitled, "Marriage"?
   1 2 3 4 5

   . . . . . .

8. How useful was the seminar as a whole?
   1 2 3 4 5

. . . . . .

9. How effective was the presentation style?
   1 2 3 4 5

. . . . . .

10. How satisfactory was the venue?
    1 2 3 4 5

. . . . . .

11. How satisfactory were the tea and lunch arrangements?
    1 2 3 4 5

. . . . . .

12. How appropriate was the timing of the seminar?
    1 2 3 4 5

. . . . . .

13. How could the course be improved?

. . . . . .

. . . . . .

14. What was the main thing you learned today?

. . . . . .

. . . . . .

15. Would you recommend this course to other naval couples? Yes No

16. If you replied, "Yes," what reasons would you give to motivate the couple to attend?

. . . . . .

. . . . . .

17. Are there any other comments you wish to make about the seminar?

. . . . . .

. . . . . .

Thankyou for taking the time and effort to complete this evaluation.

ASSESSMENT OF THE DEPLOYMENT RESILIENCE SEMINAR

In this section, I would like you to give your opinions about the Deployment Resilience Seminar itself. Please be honest and clear in your responses. Write in either English or Afrikaans.

1. What is the main thing that you remember from the Deployment Resilience Seminar?

. . . . . .

. . . . . .

2. Did you make any changes in your personal or family life based on what you learned at the Deployment Resilience Seminar? If so, what changes did you make?

. . . . . .

. . . . . .

. . . . . .

3. How many of the changes that you planned to make, *did* you in fact make?

1	2	3	4	5
None	One	A few	Most of them	All of them

4. In retrospect, was there anything I could have done or not done to make the seminar more helpful?

. . . . . .

. . . . . .

5. On a scale of one to five, how much did *this seminar* help you with this deployment?

1	2	3	4	5
Not at all	A little	Some	Quite a lot	A lot

6. If you have any other relevant comments about the Deployment Resilience Seminar or about deployments in general, please make them here.

. . . . . .

. . . . . .

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