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DEGREE OF CLIENT COMFORT AS A FUNCTION OF
DYADIC INTERACTION DISTANCE IN THE COUNSELING SETTING

by

Philip H. Knight and Carolyn K. Bair

Submitted to the Faculty of the Graduate School
Northern Michigan University
In Partial Fulfillment of the Requirements for the Degree
Master of Arts in Education

Marquette, Michigan

August, 1974

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in the Counseling Setting"

by

Carolyn K. Bair

(name)

This thesis is recommended for approval by the student's thesis committee.

Joel D. West
Chairman

Henry H. Pfeiffer
James A. Matthews

Approved by Roland A. Stroer, Dean of Graduate Studies.

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ABSTRACT

Twenty-seven male undergraduate volunteers were interviewed by nine male counseling students using an intake interview. Each student counselor saw three subjects, one in each of three counselor-client distance conditions: a) 18", b) 30", and c) 48". An analysis of variance revealed significant differences between conditions in the degree of comfort reported by subjects on evaluative scales of a posttest Semantic Differential. As a further indicator of subjects' degree of comfort, the Semantic Differential scales were compared with observers' ratings on a behavior checklist and found to have a positive correlation. Subjects' degree of comfort scores ranged from highest for 30" to lowest for 18", with intermediate scores at 48". The results suggest that degree of client comfort is optimized at specific interaction distances during an intake interview.

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TABLE OF CONTENTS

	Page
ABSTRACT	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
CHAPTER	
I. REVIEW OF RELATED LITERATURE	1
II. REPORT OF THE RESEARCH	10
INTRODUCTION	10
Statement of the Hypotheses	12
METHOD	12
Subjects	12
Instrumentation	12
Procedure	13
RESULTS	14
DISCUSSION	15
SUMMARY	16
REFERENCES	21
APPENDIX	24
A. Proposal	25
B. Sign-up Sheet for Research Participation	26
C. Experimenters' Directions	27
D. Interviewer Agreement to Participate	28
E. Interviewee Agreement to Participate	29
F. Intake Interview	30
G. Semantic Differential Scales	35
H. Behavior Checklist	39
I. Biserial Correlation	40
J. Raw Scores on the Four Scales of the Semantic Differential - Summed	41
K. Analysis of Variance	42

LIST OF TABLES

Table	Page
1. Analyses of Variance of the Three Groups' (18", 30", 48") Responses to the Stimulus Words on the Semantic Differential	18

LIST OF FIGURES

Figure	Page
1. Mean Scores Reported by Subjects on Semantic Differential Scales in the Three Distance Conditions	19-20

CHAPTER I

Review of Related Literature

In an attempt to better understand and improve the counseling process, counselors and counselor educators have recognized the importance of nonverbal variables in dyadic and in group interactions. Harrison (1965) has demonstrated that, in a number of situations, nonverbal cues take precedence over what is verbalized and that judgments are based on these cues.

In order to develop a systematic approach to research of nonverbal variables, major components have been identified: eye contact, distance, kinesics, environmental organization, and body orientation (Hall, 1959). Of these major components of nonverbal behavior, the present study focuses on distance in a dyadic interaction within the counseling setting.

Early studies, prior to the work of Hall (1959), on nonverbal behavior of humans are exemplified by James' (1932) study dealing with the significance of body orientation as communicating feeling and attitude. His findings suggested that a forward lean communicates a relatively positive attitude, whereas a backward lean or turning away communicates a more negative attitude. Also in this category is the Allport and Vernon (1933) investigation of the relation of postural and gestural styles to personality characteristics.

It was in contexts where overt expressions of attitude were not possible that the significance of nonverbal cues in attitude

communication was initially noted by psychoanalysts. Posture was used as a source of information about clients' characteristics, feelings, and attitudes toward others and themselves. Informal writings based on case studies are seen in the work of Deutsch (1947, 1952) who noted that the position of a client is related to his motivations, attitudes, and intentions, which may or may not be verbalized. Reich (1945) and Braatry (1954) found postural rigidity or tension to be an important indicator of the degree of difficulty encountered in the change of client characteristics. Unfortunately, observations in general by psychoanalysts of client characteristics or attitudes which were based on postural variables remained informal. Thus, hypotheses which related postural variables to communicator attitudes or feelings remained mostly implicit in such work.

Steinzor (1950) found that if small group members arranged themselves in a circle and a speaker was chosen to lead the discussion, the person directly opposite from the speaker had greater physical and expressive stimuli from the speaker.

In an unusual study White (1953) reported that a slight rearrangement of furniture produced changes in patient-doctor relationships. He has shown that the position of a desk in an interview affected interviewee's anxiety.

Implicit in many of the early studies was the assumption that there exists for any given situation an optimal spatial arrangement which can be used as an index of certain behavioral characteristics.

After Hall's (1959) book entitled The Silent Language research in nonverbal communication began to move rapidly. As can be seen in

the earlier studies cited, only isolated portions of this area now called "proxemics" were studied. Inferences were many and empirical data were scarce.

In his informal discussion of the significance of distance between communicators, Hall (1959, 1963) noted the presence of implicit norms within any culture or subculture regarding the permissible ranges of distance between two speakers. If the distance between two speakers exceeds or is less than the limits which are implicitly allowed, then negative attitudes are elicited or inferred. Hall (1959) classified various distances as a function of communication. In his classification, Hall defined four phases: 1. intimate, 0-18 in., 2. personal, 18 in.-4 ft., 3. social, 4 ft.-12 ft., 4. public, 12 ft. +. Each has specific behavioral roles attached to it. For example, in the intimate phase only special people, including members of one's family, may enter. If others violate this space, tension and aggression may occur. Much of the later research on nonverbal communication has centered around Hall's classification.

One implication of the norms provided by Hall is that if a communicator, for example a client or counselor, exceeds the distance which is appropriate to a given social situation or tries to maintain a smaller distance than is appropriate, then a negative attitude may be inferred by his addressee. Hall (1959) also provided several examples of interactions among communicators from different cultures whose implicitly acquired norms for such distances were different and thus led to misunderstandings about attitudes.

Studies by Garfinkel (1964) and Felipe and Sommer (1966) support Hall's observations. Garfinkel found that the violation of implicit norms regarding allowable distances led to the bewilderment and embarrassment of an addressee and to his subsequent avoidance of the communicator. Felipe and Sommer (1966) found that when a communicator made spatial invasions by moving to about six inches from where subjects were sitting alone, the subjects responded by moving away from the communicator.

For these variations in distance which occur within the culturally acceptable limits, a number of experimental studies have yielded systematic findings relating distance to the attitude between the communicator and his addressee. Sommer (1967) reviewed some of the studies relating attitudes of communicators to distances which they maintain between themselves and addressees. Leipold (1963) used an encoding method in which subjects were interviewed by an experimenter who they expected would evaluate them positively or negatively, based on information provided to the subjects by a confederate of the experimenter prior to the interview. Subjects who expected a negative evaluation selected chairs which were farther away from the experimenter during the interview than did subjects who expected a positive evaluation. Also, Little (1965) used line drawings, silhouettes, and live actresses in experiments in which the subject selected (encoded) appropriate distances between them to convey attitudes. Little's subjects placed friends at closer interaction distances than acquaintances or strangers.

Rosenfeld (1965) instructed subjects to role play an approval-seeking attitude toward one confederate, in contrast to a non-approval

attitude toward another confederate. Rosenfeld found that under the approval-seeking instructions, subjects sat closer to the confederate than they did under the approval-avoiding instructions.

Subjects in the study of Golding (1967) rated line drawings involving human figures on scales of a Semantic Differential. Golding found that closer distances were interpreted as being accepting and responsive, whereas greater distances between communicators were interpreted in opposite terms.

Mehrabian (1968a) used both encoding and decoding methods to investigate the relation of distance to attitude. In his decoding method, subjects were requested to infer the degree to which another person liked or disliked them on the basis of the distance that he stood from them. In the encoding method, subjects were required to imagine liked versus disliked addressees and to assume a standing position characteristic of their interactions with such people. He found that when a communicator stood close (i.e., three as opposed to seven feet) to his addressee, a more positive attitude was both inferred and communicated. Mehrabian (1968b) also used an encoding method in which the subject was required to role play five degrees of attitude from intense dislike to intense liking toward the addressee. It was found that distance linearly decreased as positive attitude toward the addressee increased.

Willis (1966) described the purpose of his study as being to assess with some precision standing speaking distance at the initiation of natural interaction. From the results it was shown

that age was found to be related to speaking distance. Also it was found that women stand closer to good friends and further away as friendship diminishes.

Patterson and Sechrest (1967) found support for use of distance as a cue in impression formation. Subjects were informed that they were to interview a second group of subjects and rate them on the traits of friendliness, aggressiveness, dominance, extroversion, and intelligence. The second group of subjects were confederates who approached the interviewers at predetermined distances and with canned replies. Subjects who assumed the farthest distance were seen by the interviewers as unfriendly, introverted, nonaggressive, and of lower intelligence than the closer group.

Luft (1966) measured manifest anxiety as a function of distance. Following sessions in which pairs of female subjects rated their impressions of one another, estimates of the distance between them were related to their manifest anxiety scores. It was found that in six of seven dyads the individual having the greatest manifest anxiety in each pair judged the distance between herself and her partner significantly closer than did her less anxious partner.

It seems apparent from the studies cited that the quality of the relationship between two individuals correlates highly with the interaction distance between those individuals. As interaction distance decreases, increasingly positive relationships are reported. If the interaction distance decreases to an inappropriate level, however, personal space has been evaded and flight or anxiety result.

Recent studies have been completed which measure the effects of varied interaction distances within the counseling setting.

Haase (1970) examined the effect of different topics of discussion within a counseling dyad on client preference for client-counselor interaction distance. The results indicate that clients see closer interaction distances as most appropriate for counseling interaction. Haase pointed to a crucial question: "Is there a functional relationship between the use of the spatial environment by both parties in a therapeutic encounter and the ultimate outcome of that encounter? If the goal of the counselor is to maximize the possibilities for growth in clients, it would seem that the impact of the spatial environment on the ultimate outcome of that encounter is an important area for further consideration" (Haase, 1970, p. 235).

Widgery and Stackpole (1972) hypothesized a relationship between level of interviewee anxiety and desk position as measured by perceived interviewer credibility. Twenty-two interviewees each sat behind a desk during an interview while another twenty-two interviewees each sat face-to-face with the interviewer without an intervening desk. A posttest measure of interviewee anxiety and interviewer credibility revealed a significant interaction effect between desk position and interviewee anxiety level. The more highly anxious interviewees perceived credibility to be higher with no desk while the low-anxiety group responded inversely.

Argyle (1965) suggested that intimacy is a function of several interrelated variables including physical proximity, body orientation, eye contact, nature of conversation, and the amount of smiling. Their

research supported the hypothesis that altering one of these variables would cause one or more of the other components to shift in the opposite direction to preserve equilibrium; it was found that a reduction in head movement by the subject accompanied increased proximity to the experimenter. A significant interaction effect of sex of subject and sex of experimenter was reported.

The results of a study by Haase and DiMattia (1970) indicated that different individuals have distinct preferences for furniture arrangement in the counseling setting and that there are identifiable differences in these preferences among counselors, administrators, and clients.

Dinges and Oetting (1972) examined client anxiety scores across five different interaction distances and found that clients in near (30 inches) and far (88 inches) distances reported the highest anxiety levels, with reported anxiety being significantly lower in intermediate distances. The work of Dinges and Oetting suggests that because intermediate interaction distances aroused less discomfort in clients, they may be more appropriate for counseling. However, Dinges and Oetting also suggested that in certain cases counselors may find it therapeutically desirable to increase anxiety in the counseling dyad.

Dumont and Lecomte (1973) investigated the effects of interaction distance and lighting intensity on the communication of empathy in counseling relationships. They found that the communication of counselor empathy, considered an important therapeutic goal in counseling, was enhanced in an intermediate distance range (50 inches) when lighting

was minimal (one footcandle).

The preference of subjects for four seating positions in counseling, home, formal, and social situations was investigated by Broekmann and Möller (1973). They found, with respect to preferred distance, that in all of the four positions a midrange distance was preferred most often. Further, Broekmann and Möller reported a tendency for subjects who were described as submissive and dependent to prefer greater distances, while those described as dominant and self-assured tended to prefer middle and near distances.

CHAPTER II

REPORT OF THE RESEARCH

Introduction

Linder used the term "interaction distance" to refer to the straight-line distance between two parties to a social interaction" (1974, p. 1). In a review of literature on interaction distance, Linder concluded that a positive correlation exists between interaction distance and the quality of a relationship between two individuals.

Although a considerable number of studies have dealt with interaction distance (Argyle and Dean, 1965; Felipe and Sommer, 1966; Hall, 1966; Little, 1965; Mehrabian, 1968; Rosenfield, 1965), few have examined the effects of interaction distance within the counseling setting.

Haase and DiMattia (1970) found that counselors, administrators, and clients significantly differed in their preferences for four different proxemic seating arrangements common to counseling. In studying the effects of desk position on interviewee anxiety, Widgery and Stackpole (1972) found that highly anxious interviewees responded negatively to an intervening desk. An inverse relationship was found for low-anxiety interviewees. Dumont and Lecomte (1974) found a significant interaction effect of distance and lighting on communication of empathy in the counseling setting. Haase (1970) indicated that clients perceive close interaction distances as most appropriate for

counseling interaction. Dinges and Oetting (1972) concluded that interaction distance anxiety in the counseling setting is greater than that outside the counseling setting.

Dinges and Oetting stated "to be optimally effective, the therapist must be aware of and sensitive to interaction distance as an important nonverbal aspect of counseling and psychotherapy" (1972, p. 148). They found near (30") and far (88") interaction distances to be associated with high anxiety and intermediate ranges (39", 50", and 66") to be associated with low anxiety. Subjects in the studies of Haase and DiMattia (1970), Broekmann and Möller, 1973), and Dinges and Oetting (1972) were asked to respond to photographs or slides rather than verbal concepts. Quick and Crano stated that conversation between interactants may "buffer" the "potentially threatening experience of close physical proximity between individuals" (1973, p. 2).

The above studies have underscored the need to further investigate the effects of interaction distance on anxiety in the counseling setting. These studies have not clearly specified the points from which measurements of interaction distances were made. Further, none of these studies reviewed used live subjects.

The present study differs from the above studies in the following ways: a) Live subjects participated as both clients and counselors in a simulated counseling setting; b) Interaction distances of 18", 30", and 48" between clients and counselors were measured from the edges of the chairseats; c) Face-to-face seating arrangements were used with no variables intervening.

Statement of the hypotheses

Hypothesis I: Degree of client comfort and interaction distance in the counseling setting are related.

Hypothesis II: There is a defined distance range between counselor and client which optimizes degree of client comfort in an intake interview.

Method

Subjects

Nine male counselors and 27 male general psychology students were volunteers in this study. Counselors were graduate students enrolled in an advanced supervised counseling practicum at a state university. The general psychology students participated as clients for this study.

Instrumentation

Four sets of Semantic Differential scales were used to determine degree of client comfort. Four stimulus words--counselor, interview setting, closeness, and seating--each containing ten scales were measured. Scales were designed for appropriateness in terms of contextual setting.

To validate the use of the Semantic Differential scales, a behavior checklist consisting of eleven items was used. Each item used was chosen on the basis of being an index of comfortability and for its efficacy of observation. A biserial correlation of the behavior checklist to the four Semantic Differential scales gave an r_b .75.

Video tape recordings were used during a rater training session prior to the study to establish high inter-rater reliability.

Variability of content in the counselor-client interview was controlled through the use of a standard Williamson-type intake interview format (Williamson, 1950).

Procedure

Each counselor saw three subjects in unobstructed face-to-face settings, one in each of three distances. The three distances were 18", 30", and 48", measured from the front edge of chairseats. The chairs were standard office type with arm rests and 18" depth seats. Subjects remained seated back in chairs. Male subjects and male counselors were used to control for sex variables. Subjects in this study were assigned to counselors and interaction distances by time availability. Each counselor was given a standard set of instructions for the use of the intake interview. Both subjects and counselors were informed that they would be observed and that information from the interviews would be kept confidential. They were asked to complete statements of agreement to participate in the study. Each interview was 15 minutes in length, during which time raters observed the subjects through a one-way mirror. The items on the behavior checklist were completed by the raters at the end of two minutes, five minutes, eight minutes, eleven minutes, and fourteen minutes. Immediately following the interview each subject was asked to complete the four sets of Semantic Differential scales. Subjects were debriefed as a group at the conclusion of the study. Counselors were debriefed at the end of their three experimental sessions.

The four sets of Semantic Differential scales for each subject were summed and a total score obtained for each. Each total score was used as a reflection of the degree of client comfort at a given interaction distance. A 1 x 3 ANOVA for each stimulus word was used for data analysis with degree of client comfort and distance being the two factors.

Results

The results of the ANOVA for the four sets of Semantic Differential scales are summarized in Table 1.

 Insert Table 1 about here

These results showed that there was a significant main effect for distance between counselor and subject as reported by the subject for each stimulus word. The p values for the following stimulus words were: Counselor $p < .01$, Interview Setting $p < .05$, Closeness $p < .001$, and Seating $p < .001$. These findings were in line with Hypothesis I, that degree of client comfort and interaction distance in the counseling setting are related.

Inspection of the mean scores for degree of client comfort in each of the three distances on the Semantic Differential scales indicated that highest comfort was found at a distance of 30". Figure 1 suggests that there exists an optimal distance range and that degree of comfort diminishes in an apparently linear fashion on either side of this range.

- - - - -
Insert Figure 1 about here
- - - - -

This finding supported Hypothesis II, that there is a defined distance range between counselor and client which optimizes the degree of client comfort in an intake interview.

Discussion

The data indicated that degree of client comfort and distance are related in the counseling setting and that there is a delimited range in which the highest degree of comfort is experienced by the client during an intake interview. This is in accord with Hall's (1966) suggestion that there are discernable ranges for different types of interactions and with the findings of Haase and DiMattia (1970), who found differing preferences for seating arrangements among counselors, clients, and administrators.

Although the present study supports the findings of Dinges and Oetting (1972) that less comfort is reported by subjects in close and in far interaction distances than in mid-range distances, inter-comparisons of specific distances between previous studies (Dinges and Oetting, 1972; Haase, 1970) and the present study cannot be made because of variations in design. Whereas previous studies used angular seating positions and did not clearly specify measurement techniques, the present study was constructed using unobstructed face-to-face interactions with distances measured from the edges of chair-seats. Further, this study involved clients and counselors in an initial, structured counseling interview rather than photographs and slides.

While the present study has offered evidence to support the contention that there exist ranges of client comfort in relation to interaction distance, additional empirical studies need to be completed which more specifically define these ranges. Knowledge of such ranges would allow counselors to maximize their effectiveness in the counseling dyad through recognition of the impact of varied distances on degree of client comfort. Further, it may be that ranges of client comfort vary throughout the counseling process and are different in a more advanced counseling relationship than in an initial, structured interview such as was studied here. Practitioners vary as to degree of client-counselor comfort desired at various stages in the counseling setting. This also has important implications for both counseling and for counselor training.

Summary

Twenty-seven male undergraduate volunteers were interviewed by nine male counseling students using an intake interview. Each student counselor saw three subjects, one in each of three counselor-client distance conditions: a) 18", b) 30", and c) 48". An analysis of variance revealed significant differences between conditions in the degree of comfort reported by subjects on evaluative scales of a posttest Semantic Differential. As a further indicator of subjects' degree of comfort, the Semantic Differential scales were compared with observers' ratings on a behavior checklist and found to have a positive correlation. Subjects' degree of comfort scores ranged from

highest for 30" to lowest for 18", with intermediate scores at 48".
The results suggest that degree of client comfort is optimized at
specific interaction distances during an intake interview.

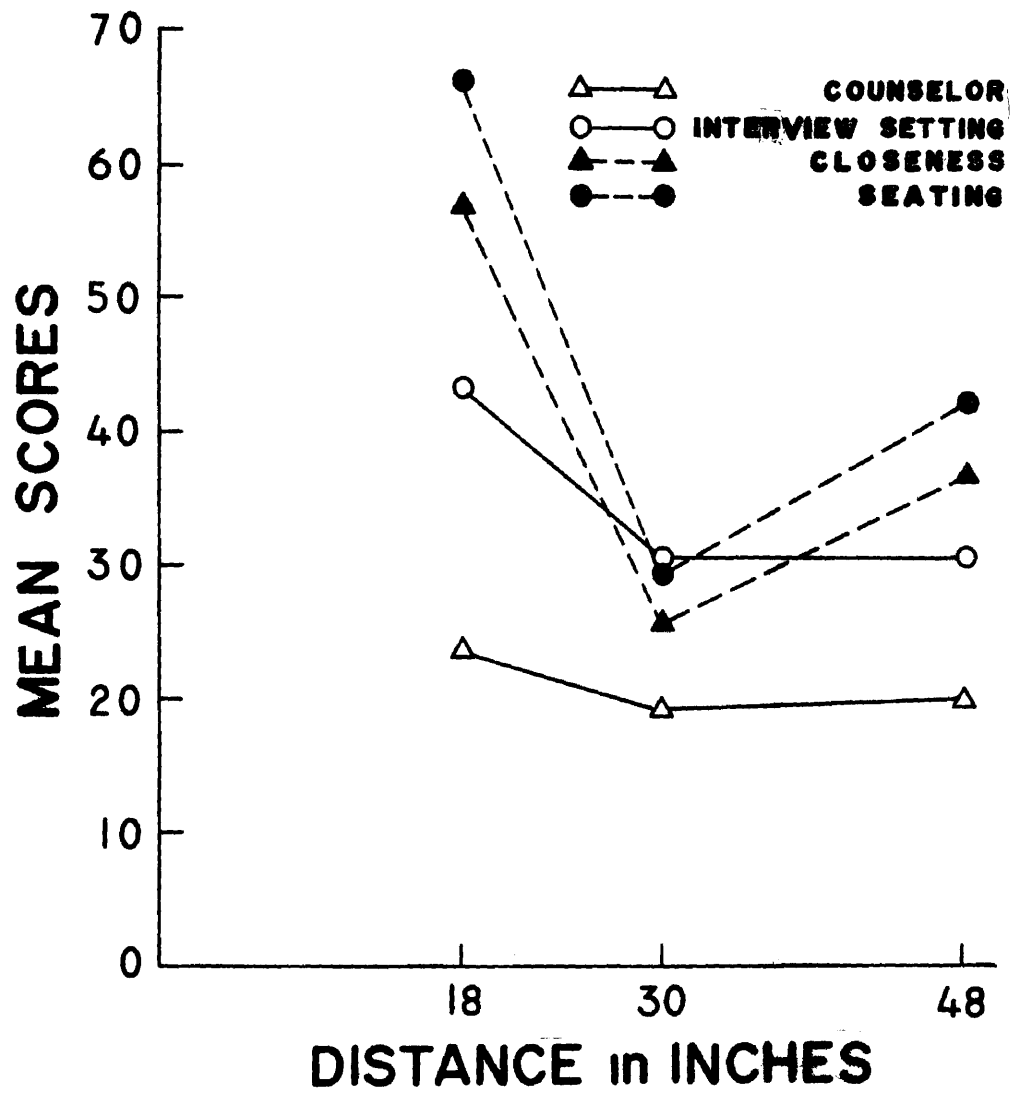
Table 1

Analyses of Variance of the Three Groups' (18", 30", 48") Responses to the Stimulus Words on the Semantic Differential

Stimulus Word	Source of Variance	Sum of Squares	df	Variance Estimate	F	p
Counselor	Between groups	411.74	2	205.87	7.07	<.01
	Within groups	698.88	24	29.12		
	Total	1110.62	26			
Interview Setting	Between groups	567.19	2	283.59	4.33	<.05
	Within groups	1570.44	24	65.44		
	Total	2137.63	26			
Closeness	Between groups	4064.52	2	2032.26	21.21	<.001
	Within groups	2299.33	24	95.81		
	Total	6363.85	26			
Seating	Between groups	5628.22	2	2814.11	33.53	<.001
	Within groups	2014.44	24	83.53		
	Total	7642.66	26			

Figure Captions

Fig. 1. Mean Scores Reported by Subjects on Semantic Differential Scales
in the Three Distance Conditions.



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APPENDIX

PROPOSAL

In the present research study the authors intend to investigate whether variations of dyadic interaction distance in the counseling setting significantly affect the client's perceived comfort. A Williamson-type intake interview structure will be used. Subjects (n = 27) will use Semantic Differential scales to report degree of comfort in the counseling setting at distances of (Group I) 18 inches, (Group II) 30 inches, and (Group III) 48 inches. These interviews will be videotaped. Three raters will observe at three-minute intervals during interviews and will complete behavior checklists to record observations. Interrater reliability will be established prior to the study during a training session for the three raters. A correlation of the behavior checklist to the Semantic Differential scales will be made.

Subjects (clients) will be 27 volunteer undergraduate male students enrolled in PY 100 at Northern Michigan University. Counselors will be 9 male graduate-level counseling students enrolled in the second supervised practicum in counseling at Northern Michigan University. Each subject-client will be randomly assigned to a 15-minute intake interview with a counselor in one of the three interaction distances. Each counselor will meet with three subjects, one at each distance.

Interviews will take place in the Psychology Laboratory, with raters observing through one-way mirror from the observation room.

PY 100 SIGN UP SHEET FOR
RESEARCH PARTICIPATION

Place of Research _____ PY 100 Section meeting at _____

Graduate students in counseling are doing research in an area of counseling in the laboratory setting. The topic deals with social behaviors in counselor-client interactions. If you desire to participate in a study, please sign up below and indicate your local phone number. This study will take less than 30 minutes.

<u>Name</u>	<u>Local Phone Number</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____
16. _____	_____
17. _____	_____
18. _____	_____
19. _____	_____
20. _____	_____

EXPERIMENTERS' DIRECTIONS

Prior to the arrival of subjects:

1. Set chairs for 18", 30", or 48" -- sequence to be altered.
2. Adjust videotape camera.
3. Ensure operation of sound equipment.

Upon arrival of subjects:

1. Seat counselor in Psychology Office.
2. Seat subject-client in Psychology Lounge.
3. Give counselor standard set of instructions:
 - a. Introduce interview format.
 - b. Give counselor instructional and confidentiality forms for both counselor and client.
 - c. State that interview will be approximately 15 minutes in length and that experimenters will knock when interview is completed.
 - d. State that equipment in the interview room must not be moved in order not to interfere with videotaping equipment.
 - e. State that counselor should remain seated back in chair and that forward leaning should be minimal.
 - f. Instruct counselor to leave interview room after seating client for approximately one minute, during which time client is to read and sign confidentiality form.
4. Introduce counselor and subject-client.

During interview:

1. Record baseline for blinking behavior during one-minute time period in which counselor has left client seated in interview room. Baseline is recorded for 30-second period.
2. Complete behavior checklist at intervals of 2-5-8-11-14 minutes; one minute for observation, followed by 2 minutes for writing.

After interview:

1. Knock to announce to counselor that interview is completed.
2. Ask counselor to return to Psychology Office.
3. Give Semantic Differential Scales to subject-client to complete.
4. Debrief counselor; this is done after counselor's three interviews.
5. Advise subject-client of time and place for debriefing.

To the interviewer:

Please ask or state the items on the intake interview in the order listed. Allow ample time for the interviewee to respond.

Before you begin the interview, please state to the interviewee the following:

"A picture of you as an individual can be obtained if you answer the questions which I am about to ask as frankly and completely as possible. All information in the interview will be confidential and will be used for research purposes only."

Agreement to participate in this study:

The information in this interview will be used by the experimenters for research purposes only. The interview will be video-taped, and the three experimenters will observe through a one-way glass mirror. All information will be kept confidential, and video-tapes will be erased following evaluation by the experimenters.

I agree to participate in this research under the conditions listed above and to keep information given by the interviewee confidential:

Signature of interviewer

To the interviewee:

The information you give in response to questions asked in this interview will be used by the experimenters for research purposes only. The interview will be video-taped, and the three experimenters will observe through a one-way glass mirror. All information will be kept confidential, and video-tapes will be erased following evaluation by the experimenters.

I agree to participate in this research under the conditions listed above:

Signature of interviewee

Note:

Please remain seated back in the chair during the interview in order to ensure a full videotaping picture.

INTAKE INTERVIEW

Name _____ Phone _____

Present Address _____

Home Address _____

Age _____ Date of Birth _____ Place of Birth _____

Marital Status _____ Religious Preference _____

Father living _____ Yes _____ No _____

Mother living _____ Yes _____ No _____

Which of the following applies: _____ Parents still married

_____ Parents divorced _____ Father re-married

_____ Parents separated _____ Mother re-married

If parents are not living, name and relationship of guardian _____

Mother's name _____ Mother's age _____

Mother's home address _____

Mother's business or occupation _____

Mother's education _____ Mother's birthplace _____

Father's name _____ Father's age _____

Father's home address _____

Father's business or occupation _____

Father's education _____ Father's birthplace _____

How many brothers and sisters do you have: _____

Names	Sex	Age	Education	Marital Status	Occupation
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Name of High School _____

Date of graduation _____ Size of senior class _____

Type of courses enjoyed most _____

Colleges or Universities attended including NMU:

Name	Dates attended	Course of Study
_____	_____	_____
_____	_____	_____

What is your major? _____ Minor? _____

What year are you in? _____

Why did you choose your major field _____

The following are 13 possible reasons why students come to college.

Did you come to college:

- _____ 1. To get a liberal education
 _____ 2. To prepare for a vocation
 _____ 3. For the prestige of a college degree
 _____ 4. To be with old school friends
 _____ 5. To make friends and helpful connections
 _____ 6. For social enjoyment of college life
 _____ 7. Because without a college degree there is less chance of getting a job.
 _____ 8. To please parents or friends, family tradition.
 _____ 9. To learn more of certain subjects
 _____ 10. It was the thing to do
 _____ 11. Foregone conclusion; I never questioned why
 _____ 12. To enable me to make more money
 _____ 13. To get a general education

Other _____

What type of training have you considered besides a university education _____

How does your family feel about your going to college _____

What is your source of financial support in college:

- _____ Supported entirely by family
 _____ Part-time work necessary
 _____ Total self-support necessary

Other types of aid you are receiving: _____

Think of 5 jobs, in order of preference, which you would like to do. After each job, state your reasons for interest in these occupations:

Occupation	Reasons for interest
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

If you were free of all restrictions (if you could do as you wish), what would you want to be doing 10 or 15 years from now?

List in chronological order all employment experiences to date:

Firm	Dates held	Nature of work	Salary
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

It is possible to make a rough classification of occupations in terms of your general interests and abilities. In the following list, indicate your preference by stating that you like, dislike, or are indifferent to the occupation classification:

- _____ Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc.
- _____ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.
- _____ Occupations involving social service activities, such as Y.W.C.A. worker, personnel worker, social caseworker, counselor, welfare worker.
- _____ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.
- _____ Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.
- _____ Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.
- _____ Occupations involving executive responsibilities such as director, office manager, foreman, etc.

What is your present vocational choice? _____

What other possibilities have you considered? _____

When did you make your present choice? _____

Did you make this choice for any of the following reason or reasons:

- _____ Family suggestion or tradition
- _____ Friend's or teacher's advice
- _____ The vocation of someone you respect or admire
- _____ Suggested by study in school (pre-college)
- _____ Suggested by study in college
- _____ A long personal interest in the work
- _____ It is most profitable financially
- _____ It is best suited to your abilities
- _____ Chosen as being the most interesting intellectually
- _____ Choice made on my own responsibility

How certain are you that this occupation you have specified is the one you really want to prepare for: _____

How much information have you about the requirements of the vocation you are choosing? _____

What vocation do (or did) your parents want you to follow? _____

_____ Why? _____

Indicate leisure time activities in which you engage frequently.
Examples of these follow:

- A. Individual activities, either organized or unorganized.
1. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, Other _____
 2. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, Other _____
 3. Reading, theatre, concerts, art museums, lecture, dance recitals, Other _____
- B. Group activities, either organized or unorganized.
1. All team sports, such as football, baseball, basketball, volleyball, hockey, Other _____
 2. Dancing, dates, bridge, poker, picnics, Other _____
 3. Dramatic clubs or organizations, music clubs or organizations, debating teams, discussion groups, political clubs, literary groups, Other _____
 4. Sorority, fraternity, Other _____
 5. Church groups, Other _____

What extra-curricular activities do you participate in at NMU? _____

What types of books or articles interest you? _____

What magazines do you read most frequently? _____

Are you engaged in any outside work while attending the university?

What is the nature of this work? _____

How much time does it take each week? _____

Who is your employer? _____

How many hours do you study each week? _____

React to any of the following words which describes your general make-up: persevering, friendly, patient, stubborn, capable, tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented, quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive.

Do you have any of the following difficulties in your schoolwork:

_____ I have been unable to determine how much time I should study.

_____ I have been unable to determine what I am best able to do.

- _____ I do not know how to take good lecture notes
- _____ I do not know how to outline text-book assignments.
- _____ I am not interested in my studies.
- _____ I am unable to do my work well because of too many social activities.
- _____ I cannot usually read fast enough to cover all of my assignments.
- _____ *I usually have difficulty understanding what I read.
- _____ I do not know if an education is worthwhile.
- _____ I have so much outside work to do that I am neglecting my school work.
- _____ I have trouble making myself study.

ON ALL OF THE FOLLOWING SCALES PLACE AN X ON ONE OF THE SHORT LINE SEGMENTS WHICH MOST CLOSELY CORRESPONDS TO THE WAY YOU FEEL ABOUT THE OBJECT BELOW (CENTERED ABOVE THE LINE SEGMENTS). MARK THE POINT ON EACH SCALE BELOW AS IT COMES TO MIND. DO NOT OMIT ANY ITEM. THESE INSTRUCTIONS ARE TO BE FOLLOWED FOR ALL PAGES. IF THERE ARE ANY QUESTIONS AS TO HOW TO USE THESE SCALES, PLEASE ASK FOR CLARIFICATION.

COUNSELOR

SAFE	_____	UNSAFE
JUST	_____	UNJUST
KIND	_____	CRUEL
FRIENDLY	_____	UNFRIENDLY
HONEST	_____	DISHONEST
TRAINED	_____	UNTRAINED
EXPERIENCED	_____	INEXPERIENCED
SKILLED	_____	UNSKILLED
QUALIFIED	_____	UNQUALIFIED
INFORMED	_____	UNINFORMED

SEATING

STABLE	___	___	___	___	___	___	UNSTABLE
SAFE	___	___	___	___	___	___	DANGEROUS
GOOD	___	___	___	___	___	___	BAD
PLEASANT	___	___	___	___	___	___	UNPLEASANT
AGREEABLE	___	___	___	___	___	___	DISAGREEABLE
KIND	___	___	___	___	___	___	CRUEL
COMFORTABLE	___	___	___	___	___	___	UNCOMFORTABLE
RIGHT	___	___	___	___	___	___	WRONG
FRIENDLY	___	___	___	___	___	___	UNFRIENDLY
CALM	___	___	___	___	___	___	UPSET

BEHAVIORAL CHECKLIST

		0%	1-25%	25-75%	75-100%
HEAD	Face flushed				
	Eye contact				
	Blinking				
	Physiognomy (lip biting, facial tension, use of tongue, twitching, eye rolling)				
	Voice fluctuations (nervousness, crackling, nervous laughter, throat clearing)				
TORSO	Handwringing				
	Fidgeting or tics				
	Crossed arms				
LOWER EXTREMITIES	Foot tapping or movement				
	Crossing of legs				
	Shifting movement in chair				

BISERIAL CORRELATION

The statistic used to show correlation of the Semantic Differential Scales with the Behavior Checklist was a biserial correlation. the formula used is as follows:

$$r_b = \frac{(M_2 - M_1) (p_1 p_2)}{h S_y}$$

Where: p_1 = proportion of cases in the first category

p_2 = proportion of cases in the second category

M_1 = mean of Y scores for cases in the first category

M_2 = mean of Y scores for cases in the second category

S_y = sum of all Y scores

h = determined from Table and smaller p value.

$$r_b = \frac{(46.82 - 25.40) (.37) (.63)}{(.378) (17.69)}$$

$$r_b = .75$$

Raw Scores on the Four Scales of the Semantic Differential - Summed

Counselor	Distance Sequence	Stimulus Words			
		Counselor	Interview Setting	Closeness	Seating
A	18"	10	52	58	67
A	30"	12	42	30	40
A	48"	29	46	55	57
B	18"	14	43	57	64
B	30"	17	32	23	31
B	48"	10	24	39	46
C	18"	18	37	59	63
C	30"	19	30	21	29
C	48"	27	41	29	40
D	30"	17	18	16	14
D	48"	26	32	36	39
D	18"	21	30	47	61
E	30"	22	20	10	21
E	48"	24	28	22	28
E	18"	18	26	28	50
F	30"	17	22	24	26
F	48"	26	28	26	26
F	18"	15	30	40	52
G	48"	24	34	37	36
G	18"	24	38	48	52
G	30"	16	25	15	12
H	48"	15	27	24	21
H	18"	24	42	50	52
H	30"	16	25	15	17
I	48"	35	47	12	35
I	18"	17	33	52	58
I	30"	11	20	16	13

ANALYSIS OF VARIANCE (ANOVA)

A 1 x 3 ANOVA, based on the relationship that exists between the variability of means and the variability of individual scores, was used for data analysis, with degree of client comfort and distance being the two factors.