



City Research Online

City, University of London Institutional Repository

Citation: Rudd, B. (2000). Cross-cultural inter-personal space in assumed counselling relationships with same and opposite sex pairs, and counsellors' perspectives on proxemics. (Unpublished Doctoral thesis, City University London)

This is the accepted version of the paper.

This version of the publication may differ from the final published version.

Permanent repository link: <https://openaccess.city.ac.uk/id/eprint/8213/>

Link to published version:

Copyright: City Research Online aims to make research outputs of City, University of London available to a wider audience. Copyright and Moral Rights remain with the author(s) and/or copyright holders. URLs from City Research Online may be freely distributed and linked to.

Reuse: Copies of full items can be used for personal research or study, educational, or not-for-profit purposes without prior permission or charge. Provided that the authors, title and full bibliographic details are credited, a hyperlink and/or URL is given for the original metadata page and the content is not changed in any way.

City Research Online:

<http://openaccess.city.ac.uk/>

publications@city.ac.uk

CROSS-CULTURAL INTER-PERSONAL SPACE
IN ASSUMED COUNSELLING RELATIONSHIPS
WITH SAME AND OPPOSITE SEX PAIRS,
AND COUNSELLORS' PERSPECTIVES
ON PROXEMICS

Betty Rudd

Volume 2

Volume 2

2 of 2 volumes

**Cross-cultural inter-personal
space in assumed counselling
relationships with same and
opposite sex pairs, and
counsellors' perspectives on
proxemics**

Continued from volume 1

Betty Rudd

Submitted to fulfil the requirements for the degree of Doctor of Philosophy

City University

Department of Psychology

London

November 2000

CONTENTS

Volume 2	
APPENDICES	PAGES
1 My process diary	342
2 Ethical considerations	359
3 Letter verifying that I am undertaking research	361
4 Types of questions I asked participants in study 2	363
5 Informal information to study 1 respondents	367
6 Formal instructions to study 1 respondents	369

7	Study 1 raw data	370
8	Study 1 correlated data	377
9	Copies of photographs	379
10	A sample letter of thanks which was sent to each institution	383
11	Sample of colour-coded themes on transcript	384
12	A sample of themes which colleagues found	386
13	Sample of a main theme cut and stuck together	388
14	Sample of an uncommon theme	390
15	Sample of my themed diary	392

16	Sample of transcribed interview	394
17	Sample of SPSS computer print-out	412
18	Questions arising from the research	415
19	Approximate order of events	424
Transcribed interviews		Floppy disc at back of this volume

APPENDICES

APPENDIX 1

My process diary

Interview 1

I felt anxious before doing the first interview for my doctorate at 9.00. a.m. today (Monday). I worried a bit about the weather because he (the counselling student) was expecting me to interview him in the garden of the Natural Health Centre and I thought that if it rained, he might be disappointed at being interviewed indoors. I also was concerned about how he expected the interview to last from between thirty to forty-five minutes, because I thought he might not say much and after being asked about proxemics, the interview would finish. So in my fantasy, my fear was that it would not be a proper in-depth interview because it might only last for about ten minutes. Yet I was also feeling pleased that I'd organised the interview and was going to perform the first one, at last.

What a sense of elation came over me when the interview was finished. I was happy with the information he disclosed and felt honoured that he shared so much of his thoughts and feelings with me, as well as showing me his way of sitting sometimes, including the distance.

I'm looking forward to doing the other interviews because I want to get them done so that I can transcribe them for analysis. My initial fear about the interview not lasting enough was groundless because it actually lasted for

forty minutes. He seemed to become more fluid in his communication with me as time went on; after an awkward start, I thought, when he didn't seem to understand my first intervention once I'd turned the tape on.

Interview 2

Before the interview today (12.45. p.m. Wednesday) with the male counselling student, I was wondering what I'd do if his tutor had forgotten that he said we could use his office for the interview at the college. I also prayed that the interview would not be interrupted by the tutor's telephone ringing or anything like that. The thought also crossed my mind of how I would recognise some one I had never met before. Perhaps I could ask his tutor to show me the student. I was happy to be getting ready for the second interview, after what I experienced as a successful first interview.

I found the parking easy at the college, was made to feel very welcome by the tutor and the student came and promptly found me. There were none of the interruptions which I feared and I felt warm towards the student who was so transparent about what he did and how he sat.

I wondered why he believed that showing professional qualifications meant that the person is boasting but I did not follow that train of thought because it would have been at the expense of gleaning data regarding proxemics.

Interesting for me, the distance he felt most comfy at, was a little too distant for me, I overcame my urge to move my seat closer to his because he was comfortable, and seemed in full verbal flow so I did not want to do anything

which might spoil that. After the interview we had a good goodbye and I look forward to doing the third interview.

Interview 3

Today (Tuesday) before the 2.00. p.m. interview with the male counselling student, I was wondering how to equalise the balance of power between us because I think that he looks up to me, in a way. Also, I hoped he would feel safe enough to be free in disclosing aspects to do with proximity, even if he thought I did not agree with him. I hoped that the fact that I knew him as my supervisee, did not hinder the interview.

I think that somehow he looked up to me during the interview and he disclosed words to that effect so I light-heartedly asked if he'd like me to sit on the floor and it seemed to dispel his reluctance in offering his beliefs, which I was pleased about. Indeed, this interview was forty-five minutes long and he spoke in depth about his belief concerning power and counselling and was skilled in explaining the seating arrangements when he counsels.

I was happy with this interview on the whole, but a bit sorry that he seemed to be putting me on a pedestal to begin with. I warmed to him easily and feel grateful that he has shared so much of what seems to be his very central beliefs about how he is due to, as he believes, his background and then having to acknowledge that and keep working against it. I know him better now and I do believe he knows himself better due to the interview process. It certainly made him think about the aspect of power within counselling.

Interview 4

Bearing in mind that the previous interview lasted forty-five minutes, I was concerned that the interview today (Thursday) would be for thirty minutes because I was meeting the female counselling student during her lunch hour (1.00. p.m.). I felt good to be seeing my first female interviewee and looked forward to going to the college to meet this new (to me) person. Although I knew what counselling model her college taught her, I did not want to have any pre-conceived ideas about how she worked, in case she had some other trainings previously to attending that counselling course, which influence the way she works.

I was pleased that the interview lasted for thirty minutes but not pleased with the rather abrupt way I ended it. I got the feeling that she would have talked on and on until stopped, she was oozing information about her personal and professional background, the trainings she has had, her sexual orientation, including how this affects proximiy. She has given me such a rich tapestry of information in only half an hour and I am feeling humbled and honoured by the trust she bestowed on me.

Near the beginning of the interview I felt drawn to tell her that I too lived in London Islington as a child in a working class environment and that my school was closed down because of too much drugs and violence but I didn't

because I thought it would detract from my mental script of finding out about proxemics. I felt that she disclosed a great deal to me. Perhaps she sometimes used me as if I were her counsellor?

Interview 5

Before meeting this female counselling student today (Wednesday) I hoped that she would be on time (8.00. a.m.) so that she had a few minutes to herself before her first lecture at the college. I was happy to interview her in her tutor's office yet thought that it might have an effect on her in that she perhaps may not feel free to move the chairs. I got up early as usual, the morning is my best time of day, and I even caught a glimpse of the beautiful sun before the clouds hid it.

I arrived at the college characteristically early and she arrived soon after me. We had time, about fifteen minutes, for a cup of tea, before the start of the interview and I was grateful for this time to explain in more detail what I would be looking for in the interview and answering any of her questions.

The interview lasted for forty minutes. I had the sense that she wanted to talk much longer about how she feels when she is being counselled and about her beliefs regarding where her counselling clients sit, so I felt the need to take obvious control near the end of the interview, because I did not want her to be late, on my account, for her first lecture, so I finished the interview when I thought that the other students were going into the lecture room. So far I am delighted with the generosity which my interviewees are showing me regarding their time and information on proximity.

Interview 6

I felt happily relaxed about meeting a new student and I remembered how enthusiastic this one sounded when she and I spoke on the telephone regarding the interview today (Tuesday at 1.00. p.m.). I thought that the previous interview during a student's training day was a little too long (40 minutes) so I decided not to go over thirty-five minutes with this interview.

I felt disappointed that during the interview, she started off appearing to be nervous of me. I wondered whether she thought there was a right and wrong way of relating to me. But a little way into the interview she seemed to relax and express herself more fluidly. I was very surprised when she said she did not have clients because I made it clear to the college that I wanted students who were seeing clients. Perhaps that is why she was a little nervous. Anyway, as it happened, it did not matter that she was not seeing clients because she was openly opinionated about proximity within a counselling relationship.

I felt that she had given me a gift of her thoughts and feelings in this interview, for my research. Now I am happy to have finished the student interviews, but I shall be happier when I start interviewing the qualified

practitioners, and happier still when I have finished the interviews so that I can get on with the transcribing for the analysis.

Interview 7

I am so pleased with the taped interview with this counsellor in her session room today (Saturday at 10.00. a.m.). There is much rich information there for me to glean. My assumption about the type of client this counsellor sees has been challenged. I thought she would see clients who perhaps had depression or were obsessive compulsive, but she only sees the “worried well”.

I think that she knows her limitations as a counsellor and this is like a mark of her professionalism because she is clear about when to refer a client on. I like her and warm to her. She agreed so willingly to take part in this interview on a weekend day, and I know she has a family life, like me, and I am grateful to her.

Her responses to me seemed to reflect her level of knowledge in that she explained the type of client she would be willing to see. I found it refreshing to hear how she knew her boundaries when counselling, compared to interviewing the students, who did not mention who they would not be willing to counsel; although I did not ask for that nor was looking for it. It is an extra gift to me from her.

Interview 8

This is my first interview with a chartered counselling psychologist and she was very clear about which models she used where, 'though had not given proximity much thought, when compared with the counselling students. I wonder if that is because the students are being taught so they are aware of where their clients might sit, whereas someone who has been counselling for some years may take proximity for granted.

I interviewed her in the restaurant area of a pub (Sunday 12.30. p.m.) after meeting her on a psychological testing course she and I attended.

She is an interesting person to me, I like the way she seems to think deeply yet promptly reacts. We moved tables because it was too exposed on the previous table so she and I sat opposite each other at a corner table and the background noise was ignored by both of us.

I hope that the tape is clear enough to be transcribed because I know there is much useful information in this interview. She identified how her service to clients could be improved and she also opened out to me quickly and I felt that I understood her. I was intrigued and delighted at the way she was deliberating about her background and how she related this to how she felt if someone was too close and how she thought the balance of power changed within a counselling relationship by the dynamics of changing the distance.

Interview 9

I met this female chartered counselling psychologist on a psychological testing course and she kindly agreed to being interviewed at the end of the training day, in my car because there was no-where else nearby where we could go at that time (Friday 6.00. p.m.) We were sitting very close as far as I was concerned, next to each other in the front seats of my Mitsubishi Shogun. I was very tired before the interview started and thought it would not take more than half an hour. I also wondered how I could feel empathic towards a person I did not want to be with because I'd rather be going home and getting a nice early night with a lovely hot sweet drink.

During the interview my tiredness was forgotten as I listened to how she worked as a psychologist abroad and how the people in Cairo wanted to sit closer than those in England. I also felt empathic towards her as she disclosed how she felt dis-empowered when she experienced unnecessary criticism from her husband.

The interview lasted for forty minutes and I was pleased with the abundant information I know the tape contains and I think it will not be so difficult to transcribe due to not having any background noise. I was aware that her tone of voice was quite harsh which in my mind made her come across powerfully, yet when she was in deep thought it would soften for moments and during those moments I'd have an upsurge of compassion towards her. I guess

that's my process I didn't realise at the time but am aware of it retrospectively.
I am always aware of using my counselling skills during the interviewing
process.

Interview 10

This interview lasted forty-five minutes and we had to move our seats twice due to excessive background noise in the tea room (Monday 11.00. a.m.) The flavour of interviewing this counsellor was so different from interviewing the chartered counselling psychologists. He seemed to dwell very much on the seating arrangements with his clients, deliberating on where it felt comfortable for them to sit. I wonder whether he talked about it in microscopic detail because he knew that I was researching proximity and wanted to please me? So far, others have assumed that I have meant counselling orientation, because before the taping starts I have already told them I shall be asking about their counselling orientation as well as proxemics, however, he asked if I meant counselling orientation.

His own safety seemed very important to him and I wondered if somehow he felt unsafe or dis-empowered by my request to take a photograph. He is the only person who declined the request and although surprised, I honoured his wish.

I got the impression that there was much deep thought going on and he seemed refreshingly naïve concerning the phrase I used: power dynamics. I was invited back to take a photograph at his house but I'd rather use the time to get on with the interviews that I have left to do.

Interview 11

Oh how I warmed to his expressive vulnerability yet deep professionalism. Even sitting next to each other on a bench in an art gallery (Sunday 1.00. p.m.) he was able to disclose what seemed to be so important to his very life and what caused him the most pain: the relationship with his son. He related this to his feelings of dis-empowerment and empowerment.

I think he and I rapidly established a relationship encompassing high respect, acceptance and honesty. I was very interested that he was aware of his prejudices about Muslim people. Am I aware of my prejudices?

The process of interviewing mirrors that of counselling in that I am gleaning information from a base of the core conditions. I found it a little stressful when passers-by walked quite slowly and close to us and it had the effect of slowing down whatever was being said until the passer-by was out of the way.

I use my counselling skills while interviewing.

Interview 12

Hurrah: the last interview! I was thrilled that I had my twelfth interview booked today (at the psycho-therapist's session room Saturday 11.00. a.m.) Before the interview I had a sense that I had plenty of time to enjoy this interview because there were no others.

He was interesting because he was the only one who demonstrated how he worked. I actually moved around during the interview and he touched me to show me how he touches his clients and the whole interview was very interesting. I enjoyed the live demonstration. He wove into his responses how his background had influenced his model in that he used space explicitly and that when he grew up he decided not to have a fundamentalist attitude, which he had been exposed to as a child.

I wondered how the interview would go because I knew him previously to the interview but it went flowingly and actually carried on until after the tape finished so about fifteen minutes of deliberation was lost because the tape only lasted for forty-five minutes and he carried on for an extra fifteen minutes. I felt honoured when he disclosed about how his yoga empowers him and that he touches his clients during his work perhaps because his mother touched him lovingly during his childhood years. He became energised as he talked about proximity and I think his enthusiasm kept me going and the result of that was that the interview was the longest because it lasted for an hour. Now to do the dreaded transcribing of the interviews.

APPENDIX 2

Ethical considerations

Regarding the presenting project, there has been a consideration of the usual issues concerning research: Due to the nature of the research and the participants, it was understood that submitting a research proposal to a formal committee to approve it ethically, was not necessary. Further ethical issues follow which have been considered.

- There were no treatment procedures conducted on the participants.
- Every participant could decline taking part whenever they wished.
- Participants were informed about the nature of the research
- All who participated did so on a voluntary basis.
- Participants could decline from the study at any time without it having any detrimental effect on them.
- A description of what would happen to the data was given.
- Confidentiality regarding identity was explained.

- **Participants were invited to contact the researcher if they had any queries.**
- **Participants were de-briefed.**
- **Participants acknowledged that they understood what their participation involved.**
- **Participants were asked if they suffered in any way during their participation, so that the counselling skills of the researcher could be used in such an event.**
- **Privacy was stressed therefore certain information has not been disclosed to third parties.**

APPENDIX 3

Letter verifying that I am undertaking research

(see the next page)

Types of questions I asked participants in study 2

Department of Psychology

Professor James Hampton
Head of Department



SCHOOL OF SOCIAL SCIENCES

Northampton Square
London EC1V 0HB

Telephone: 0171-477 8000
Direct Line: 0171-477
Fax: 0171-477 8581

5th December, 1997

To whom it may concern

I am writing to confirm that **Betty Rudd** is starting the Doctorate in Counselling Psychology at City University in February. She is currently undertaking research in the field of counselling psychology as part of the requirement for this course.

Please do not hesitate to contact me if you have any further queries.

Yours sincerely

Dr Mary Watts
Course Director, DCounsPsych

APPENDIX 4

Types of questions I asked participants in study 2

1. *Tell me about yourself?*

I asked this type of open question near the beginning of the depth interview in a very broad way so that the interviewee felt free to say anything they liked about themselves, to create good rapport, and from that, I gleaned threads relating to proxemics which I could follow. I asked this type of question to see what kind of personal and professional details pertained to the interviewees, and to find out what they thought of as important enough to voice, regarding themselves.

2. *How do you do that?*

I asked this type of open question to gain greater insight into the world of the interviewee regarding an aspect such as proxemics. I also asked this type of question to go deeper into the interview and as a way of keeping the attention of the interviewees and showing my interest in them. This sort of question helped the interviewees unfold their stories to get deeper into what they were saying.

3. *In what way?*

I asked this type of question to keep the interviewees focussed on speaking about issues related to distance as a way of ascertaining their awareness of it and helping me in the process of going deeper into the interview.

4. *What's that like?*

I asked this type of question as a way of delving deeper into the interview in a respectful way. This sort of question came closer to the middle of the interview and helped the interviewees construe their own meanings regarding what was being focussed on.

4. *What's the flavour of that?*

I asked this type of open question to ascertain the awareness of the interviewees regarding the topic they were talking about, if it was related to proximity. This question helped me gain a handle into viewing their world, to a certain extent, concerning their thoughts, feelings and behaviours.

5. *What kind of situation do you have?*

I asked this type of open question to find out the sort of circumstances (such as at home or in a hospital) which the interviewees experienced regarding clients and their proximity to those clients.

6. *What kind of seating do you have?*

I asked this type of question near the middle of the interview to track the interview onto the aspect of proxemics.

7. *What would you do if you had total freedom?*

I asked this type of question to help in gleaning the interviewees awareness regarding inter-chair proximity

8. *What would be your ideal seating arrangement?*

I asked this type of question to go deeper into the interview regarding inter-personal proximity during counselling.

9. *What about space?*

I asked this type of question near the end of the interview as I focussed more onto the depth part of the interview, to glean more about any awareness interviewees had regarding proxemics.

10. *So what kind of distance would you call this in feet and inches?*

I asked this type of question near the end of the interview to ensure that we had the same yardstick when proximity was talked about, and to ensure that I understood the interviewee.

11. What do you mean by that?

I asked this type of question so that my interviewees could elaborate freely on what they were deliberating on so that I could get deeper into what was being focussed on.

12. Is there anything else that you'd like to say?

I asked this type of question near the end of the interview because I was interested in the awareness which interviewees had regarding proxemics and I thought that if I lacked awareness regarding an aspect of proximity, it might limit the interview. One way of making it less limited, I thought, was by asking this type of question.

APPENDIX 5

Informal information to study 1 respondents

The informal information was to explain the procedure to the respondents and provide them with any information they wanted. This process covered the following points:

1. Who the researcher is.
2. Where the researcher can be contacted.
3. What will happen.
4. The outcome after all the researching is done.
5. Ensuring the participants have lived in that country since the age of two years.
6. Stating that no more than five minutes of their time is needed.
7. Asking if participants have any questions.
8. Explaining the type of confidentiality and that the results will be published.

9. State that full formal instructions will be given after this information.

10. Checking that the respondents understand what is being said.

APPENDIX 6

Formal instructions to study 1 respondents

The formal instructions were to standardise the way each participant was instructed. They were told clearly to each respondent as follows:

Choose a chair and sit in it at the distance you would like it to be if I were going to counsel you about a personal problem.

APPENDIX 7

Study 1 raw data

Participant	Distance to the nearest inch	Country 1:Eng. 2:USA 3:Gib.	Sex 1:M 2:F	Group 1:Str. 2:Rec. 3:Ack.
1	72	1	1	1
2	60	1	1	1
3	50	1	1	1
4	40	1	1	1
5	52	1	1	1
6	63	1	1	1
7	31	1	1	1
8	26	1	1	1
9	70	1	2	1
10	48	1	2	1
11	70	1	2	1
12	72	1	2	1
13	50	1	2	1
14	86	1	2	1
15	67	1	2	1
16	84	1	2	1
17	34	1	1	2
18	39	1	1	2

19	37	1	1	2
20	31	1	1	2
21	30	1	1	2
22	42	1	1	2
23	48	1	1	2
24	50	1	1	2
25	32	1	2	2
26	31	1	2	2
27	43	1	2	2
28	36	1	2	2
29	58	1	2	2
30	37	1	2	2
31	70	1	2	2
32	69	1	2	2
33	40	1	1	3
34	18	1	1	3
35	35	1	1	3
36	30	1	1	3
37	22	1	1	3
38	29	1	1	3
39	38	1	1	3
40	20	1	1	3
41	33	1	2	3
42	28	1	2	3

43	55	1	2	3
44	41	1	2	3
45	24	1	2	3
46	29	1	2	3
47	26	1	2	3
48	29	1	2	3
49	.00	2	1	1
50	26	2	1	1
51	25	2	1	1
52	27	2	1	1
53	24	2	1	1
54	14	2	1	1
55	9	2	1	1
56	29	2	1	1
57	49	2	2	1
58	41	2	2	1
59	35	2	2	1
60	46	2	2	1
61	44	2	2	1
62	32	2	2	1
63	53	2	2	1
64	26	2	2	1
65	12	2	1	2
66	1	2	1	2

67	25	2	1	2
68	-7	2	1	2
69	9	2	1	2
70	-5	2	1	2
71	-2	2	1	2
72	11	2	1	2
73	31	2	2	2
74	26	2	2	2
75	28	2	2	2
76	29	2	2	2
77	20	2	2	2
78	35	2	2	2
79	23	2	2	2
80	22	2	2	2
81	9	3	1	2
82	10	3	1	2
83	24	3	1	2
84	25	3	1	2
85	18	3	1	2
86	12	3	1	2
87	13	3	1	2
88	17	3	1	2
89	16	3	2	2
90	27	3	2	2

91	9	3	2	2
92	25	3	2	2
93	25	3	2	2
94	20	3	2	2
95	14	3	2	2
96	11	3	2	2
97	22	3	1	1
98	24	3	1	1
99	25	3	1	1
100	36	3	1	1
101	23	3	1	1
102	25	3	1	1
103	21	3	1	1
104	20	3	1	1
105	28	3	2	1
106	25	3	2	1
107	27	3	2	1
108	39	3	2	1
109	24	3	2	1
110	30	3	2	1
111	22	3	2	1
112	26	3	2	1
113	-4	2	1	3
114	-13	2	1	3

115	3	2	1	3
116	4	2	1	3
117	-8	2	1	3
118	1	2	1	3
119	-16	2	1	3
120	-3	2	1	3
121	17	2	2	3
122	10	2	2	3
123	13	2	2	3
124	15	2	2	3
125	20	2	2	3
126	19	2	2	3
127	12	2	2	3
128	11	2	2	3
129	8	3	1	3
130	12	3	1	3
131	9	3	1	3
132	16	3	1	3
133	5	3	1	3
134	2	3	1	3
135	14	3	1	3
136	6	3	1	3
137	9	3	2	3
138	3	3	2	3

139	6	3	2	3
140	20	3	2	3
141	13	3	2	3
142	14	3	2	3
143	12	3	2	3
144	8	3	2	3

APPENDIX 8

Study 1 correlated data

Distance in cross-cultural assumed counselling relationship with same and opposite sex pairs

	Dorset	England.	Branson	USA.	Gibraltar	
	Male	Female	Male	Female	Male	Female
Strangers	72	84	0	49	22	28
	60	67	26	41	24	25
	50	70	25	35	25	27
	26	48	27	46	36	39
	40	70	24	44	23	24
	31	72	14	32	25	30
	52	50	9	53	21	22
	63	86	29	26	20	26
Total	394	547	154	326	196	221
Recognised	50	32	12	31	9	16
	48	31	1	26	10	27
	34	43	25	28	24	9
	39	36	-7	29	25	25
	37	58	11	20	18	25
	31	37	9	35	12	20
	30	70	-5	23	13	14
	42	69	-2	22	17	11
Total	311	376	44	214	128	147
Acknowledged	40	33	-4	17	8	9
	18	28	-13	10	12	3
	35	55	3	13	9	6
	30	41	4	15	16	20

	22	24	-8	20	5	13
	29	29	1	19	2	14
	38	26	-16	12	14	12
	20	29	-3	11	6	8
Total	232	265	-36	117	72	85

APPENDIX 9

Copies of photographs

Please see the next page.







APPENDIX 10

A sample letter of thanks which was sent to each institution

My address:

Date:

To:

Your address:

Dear

Re: In-depth interviews with student counsellors regarding proxemics

I am very grateful to you for informing your professional diploma students of my wish to conduct in-depth interviews with them, as part of my research on proxemics, and giving them my telephone number. Also, thank you for allowing me to use the college premises to interview students in.

Your co-operation is very much appreciated.

Yours sincerely

Betty Rudd

Chartered counselling psychologist

APPENDIX 11

Sample of colour-coded themes on transcripts

See the next page.

agree to be seen by a male. Because I personally prefer to

~~be seen by female counsellors.~~

135. INTERVIEWER Some one might not be.

136. INTERVIEWEE Yeah, 'cos it might make them feel uncomfortable, they
may, yeah.

137. INTERVIEWER They may not stay in counselling unless you sort out the
counsellor?

138. INTERVIEWEE Yeah. Yeah. I'm thinking more. Where the female is. And
that they may feel very uncomfortable with a male,
because the male has the power in our society.

139. INTERVIEWER So genders actually can be really very important. Anything
else?

140. INTERVIEWEE Yeah. And religion of course is another area. I mean,
imagine sort of an Arab with a Jewish counsellor. I mean
colour that could be another problem. I mean, I've worked
for quite a time in the West Indies and I've got on very well
with them. You know, and I've got great empathy with

~~1021~~ 1021

Power
- culture
- affect

APPENDIX 12

A sample of themes which colleagues found

See the next page

Interview 3 male counselling student aged approximately 65 years

(Location: Interviewer's session room. Time: 2.00 p.m. Day: Tuesday)

1. INTERVIEWER So, tell me something about yourself.

2. INTERVIEWEE Em (Pause) Anything at all about myself?

3. INTERVIEWER Yes.

4. INTERVIEWEE I had a lovely evening last night.

5. INTERVIEWER You had a ~~lovely evening~~ last night.

6. INTERVIEWEE Because my ~~daughter~~ came over to stay.

7. INTERVIEWER Mm.

8. INTERVIEWEE And she has a ~~daughter~~. But my daughter came over to stay because her ~~daughter~~ was in Scotland yesterday and so she was upset and lonely without her, so she came over. And that was really nice and we had great fun and we went out for a meal and we stayed up talking in the garden 'til about half past midnight in the morning. That was nice

EVENDIA
of
DAUGHTER
FAMILY

APPENDIX 13

Sample of a main theme cut and stuck together

See the next page.

APPENDIX 14

Sample of an uncommon theme

See the next page.

11 Oct 11
Counselling courses
Interviewing skills

counselling
skills
on the other
transposed
interviewing
skills
summarized
what she's

Interview 7 Female counsellor aged approximately 55

(Location: Her session room. Time: 10.00 a.m. Day: Saturday)

think with
check
effects
arrangement

1. INTERVIEWER Can you tell me something about your orientation or approach?

2. INTERVIEWEE I'm probably more Rogerian than anything. I'm client centred. I started with counselling. I went through a counselling course, and that was very much on that route.

3. INTERVIEWER Yes.

4. INTERVIEWEE And after I'd done it, I took an advanced counselling course and then I took a teaching teachers course, so I'm deeply into that way of working.

5. INTERVIEWER In a way, you're more on a humanistic route.

6. INTERVIEWEE Yes.

7. INTERVIEWER You've got a humanistic root.

8. INTERVIEWEE Yes, you've got it. I don't think it's sort of, the way I work isn't very deep for a, in that it. Um. Mmm. I don't think that anybody whose got say phobia, or something that's very deep rooted would be a suitable person for me to

APPENDIX 15

Sample of my themed diary

See the next page.

Interview 11

affect

orientation

~~Oh how I warmed to his expressive vulnerability yet deep professionalism.~~

~~Even sitting next to each other on a bench in an art gallery (Sunday 1.00.~~

p.m.) he was able to disclose what seemed to be so important to his very life

and what caused him the most pain: the relationship with his son. He related *gender*

this to his feelings of dis-empowerment and empowerment. *none*

I think he and I rapidly established a relationship encompassing high respect, acceptance and honesty. I was very interested that he was aware of his prejudices about ~~people~~ people. Am I aware of my prejudices?

The process of interviewing mirrors that of counselling in that I am gleaning information from a base of the core conditions. I found it a little stressful when *affi* passers-by walked quite slowly and close to us and it had the effect of slowing down whatever was being said until the passer-by was out of the way.

APPENDIX 16

Sample of transcribed interview

Interview 11 Male chartered counselling psychologist aged approximately 45

1. INTERVIEWER I wonder if you can tell me something about your orientation?
2. INTERVIEWEE Well. Er. I suppose it's um, at the present time, it's um, a mixture of systemic and cognitive behavioural.
3. INTERVIEWER So it's a mixture of systemic and cognitive behavioural.
4. INTERVIEWEE Yeah. I'd say my main, my, the way I see things is, um, systemically, um, but it tends, what I actually do tends to be cognitively, cognitive behavioural.
5. INTERVIEWER So I'm wondering if you, if you have more than one place that you see clients in?
6. INTERVIEWEE No it's all in the same setting.
7. INTERVIEWER What sort of setting is that? *(Pause)*

8. INTERVIEWEE It's um in an office. In an office setting.

9. INTERVIEWER In an office setting.

10. INTERVIEWEE Yeah.

11. INTERVIEWER Now I'm wondering whether, like you said you look at things from a systemic viewpoint, but use a cognitive behavioural model. I wonder whether that influences any sort of physical seating arrangements you use?

12. INTERVIEWEE Um. No. No. I don't think so. I think um. No. I, I, I, probably let. Er. The: Seating, I, I, I usually space the chair between myself and the client.

13. INTERVIEWER What sort of space? (*loud background noise*) What were we saying?

14. INTERVIEWEE You, you were telling me about the space between myself and the client.

15. INTERVIEWER Yeah. The physical space.

16. INTERVIEWEE Mm.

17. INTERVIEWER The seating arrangements. Or lying, or whether you sit or lie, or they lie down.

18. INTERVIEWEE No, no, no, no. There are just two chairs. Um, they're identical chairs. Um, and we sit maybe, what, four feet apart, five feet, something like that.

19. INTERVIEWER Four or five feet apart.

20. INTERVIEWEE Mm

21. INTERVIEWER From sort of chair leg to chair leg, do you mean, or foot to foot?

22. INTERVIEWEE Um well, I'd say knee to knee would probably be a yard. Three or four feet.

23. INTERVIEWER OK I wonder if that ever changes?

24. INTERVIEWEE Um. Well. The client's not always sitting down. I mean I've done, low phase type of thing, where we'd both change seats, or I stood up and the client stood up, so there's, there is, there's movement. And then of course they can change and the client will often move their chair to a different position.

25. INTERVIEWER So when; what's the flavour of that for you?

26. INTERVIEWEE Um well I. I feel fine about it. I mean the client is saying something by, by changing the space.

27. INTERVIEWER All right. So you feel comfortable with it.

28. INTERVIEWEE Mm.

29. INTERVIEWER Mm. I wonder if you've noticed any difference between men and women and the distance they choose to sit during the session?

30. INTERVIEWEE Um. I think; I hadn't really thought about it. I hadn't thought of it as a general thing actually. I, I, I've found that some men sit close to me and some more distant and some women sit closer or more distant depending on them as individuals.

31. INTERVIEWER It depends more on the person rather than what sex they are?

32. INTERVIEWEE Yeah, I've felt that, yeah.

33. INTERVIEWER OK And I'm wondering what distance you're most comfortable at when you're working?

34. INTERVIEWEE Physical distance?

35. INTERVIEWER Yeah.

36. INTERVIEWEE Yeah. Um. I'm certainly aware that I need a minimum of physical distance, I think.

37. INTERVIEWER What would that be?

38. INTERVIEWEE Looking back, um. Probably about the distance that we're apart now, really. I wouldn't want to be any closer than that.

39. INTERVIEWER So about how much apart are we in feet and inches?

40. INTERVIEWEE In feet and inches, well, we're talking about, well, we're also sitting side by side, rather than facing each other.

41. INTERVIEWER Yeah.

42. INTERVIEWEE In feet and inches, well we're talking about. I mean I tend to sit not quite facing the client. I mean, you know, off centre slightly.

43. INTERVIEWER Yes.

44. INTERVIEWEE So I would say, if we were about like that, not quite facing each other, er, at a slight angle, not in a straight line, I would say,

45. INTERVIEWER Yes?

46. INTERVIEWEE Yeah. About eighteen inches.

47. INTERVIEWER About eighteen inches.

48. INTERVIEWEE Yeah, yeah, yeah. About eighteen inches, yeah.

49. INTERVIEWER OK.

50. INTERVIEWEE Yeah.

51. INTERVIEWER So what's the, if someone were to come closer to you, what would that, what would the sense of that be like for you?

52. INTERVIEWEE Um. If someone moved closer than eighteen inches, you know, sometimes I've touched someone's arm, or I've made physical contact with the client.

53. INTERVIEWER Yes.

54. INTERVIEWEE You know, sort of shake, shaking hands. But if, if the distance decreased because um, the client was choosing to narrow this

55. INTERVIEWER yes

56. INTERVIEWEE rather than me, um, I couldn't see what meaning I would put on it. Um. It would very much depend on what was happening at the time. I'm not sure what I would do about that, if anything.

57. INTERVIEWER So it sounds like you're saying it depends how you'd interpret that movement and it could mean different things with different people.

58. INTERVIEWEE Mm. It's; it would depend on the meaning that I put on it.

59. INTERVIEWER Yeah. So has it ever happened to you: when the client's initiated moving?

60. INTERVIEWEE Yeah mm mm.

61. INTERVIEWER What was the flavour of that like for you?

62. INTERVIEWEE (*Coughs*) Well it was a client who I felt was, who I'd known, know, who had, who has been violent, you know; but was drawing closer to me and I felt a bit concerned about that, and that was fear, And then I saw like, warning signs, sort of like tension in his body and um.

63. INTERVIEWER So at that moment, thinking of that incidence, with a client coming forward, and you, you knew the person had been violent and you um,

64. INTERVIEWEE Mm.

65. INTERVIEWER felt scared. Where do you feel the sense of power lay, and how do you feel that changed if it did change, between you and the client?

66. INTERVIEWEE Mm. Well. The client, in coming closer to me, took control. Um. Um. I felt that once I'd recognised my feelings and um and decided what to do about it, then I, I felt more OK in myself.

67. INTERVIEWER Right, sort of OK.

68. INTERVIEWEE And that the power had, was now equal again.

69. INTERVIEWER Can you explain that, in a different way to me?

70. INTERVIEWEE Um. Well I think the power was equalised from the time it shifted towards me. I was frightened because I knew that the client had been violent, um, and I, I sort of made a judgement that the client was not going to attack me.

71. INTERVIEWER Right.

72. INTERVIEWEE Um, so I then felt very powerful, more in control, if you like; and at that point the power had gone back to its, how it was before, which was that we were (*pause*)

73. INTERVIEWER Yes, so it sounds like you felt: once you'd decided in your mind that you weren't going to be attacked, you felt safe and

74. INTERVIEWEE Yeah; and that, equalised.

75. INTERVIEWER and that, in a sense, equalised the power between you.

76. INTERVIEWEE Mm and that, yeah, yeah.

77. INTERVIEWER I wonder if there are any other incidents you can think of where you felt either empowered or dis-empowered? It doesn't have to be in the counselling situation.

78. INTERVIEWEE Um. Yeah. Um. Yeah. I can think of examples.

79. INTERVIEWER Would you like to offer some?

80. INTERVIEWEE Um, um. I felt dis-empowered when my son was rude and I didn't say quickly enough, and I didn't deal with it.

81. INTERVIEWER How do you mean?

82. INTERVIEWEE I went away and I sort of pained over it, and had a stomach ache and felt resentful

83. INTERVIEWER Yeah?

84. INTERVIEWEE and angry. Angry at myself and angry at him and it just sort of lodged in me.

85. INTERVIEWER Yeah. So a sort of verbal negativity.

86. INTERVIEWEE Yeah. It was. It was. I felt dis-empowered.

87. INTERVIEWER Definitely felt dis-empowered.

88. INTERVIEWEE I think, yeah. I mean, that was active aggression. Verbal aggression.

89. INTERVIEWER Yeah.

90. INTERVIEWEE Um, also passive verbal aggression, and I, I can't handle that. That for me is much worse.

91. INTERVIEWER Like what?

92. INTERVIEWEE Um (*pause*)

93. INTERVIEWER What do you mean?

94. INTERVIEWEE Well, again, thinking of my son, and, and, how if we're sitting down at supper, and he refuses to speak to me or doesn't answer questions, um.

95. INTERVIEWER Sort of ignores you?

96. INTERVIEWEE Ignores me.

97. INTERVIEWER Either you or whatever you're saying.

98. INTERVIEWEE Yeah. It just completely, um.

99. INTERVIEWER dis-empowers?

100. INTERVIEWEE makes me, it's, I feel like I'm in, I'm in prison.

101. INTERVIEWER Yeah.

102. INTERVIEWEE Um, unless, unless, I do something, unless I do something about it. Um.

103. INTERVIEWER Like, like, like what?

104. INTERVIEWEE Um. What I've known is. Um, I suppose mainly: I've asked you a question, um, I expect an answer. I don't say would you like to answer me, I say: I expect an answer. And when, what (*pause*).

105. INTERVIEWER You bring it to the attention of, of your son what your expectation is?

106. INTERVIEWEE Yeah. Yeah. Absolutely. And then, you know, whether he answered, answers me or not and I, I feel OK.

107. INTERVIEWER So: Two types of negativity, sort of aimed towards you from son, that you experience as dis-empowering. What about, what would you experience as empowering?

108. INTERVIEWEE When I've completed something. Um. If I, if I, if I write a report, and I look through the report and I think that was a good report. Um.

109. INTERVIEWER When you've finished a job.

110. INTERVIEWEE Finished the job. Yeah. Achieved what I set out to achieve, I find that empowering. Um.

111.

112. INTERVIEWER Yeah. What was the sense of that for you?

113. INTERVIEWEE The sense is of me feeling competent to do it.

114. INTERVIEWER Yeah. Er, what I'm wondering now, is, actually, concerning examples to do with clients: in your view, would either empower or dis-empower clients?

115. INTERVIEWEE Mm. *(Pause)* I'm not quite sure of the question. Is it what I can do to empower clients, or something as to what I do?

116. INTERVIEWER Right. Generally. Generally how do you feel a client's-
117. INTERVIEWEE (*Interrupting*) I think the question's interesting and difficult.
118. INTERVIEWER Mm. Say generally how do you think a client can become either empowered or dis-empowered?
119. INTERVIEWEE I think. Um. A client I'm thinking of came back and told me he did what he wanted to do.
120. INTERVIEWER Yeah.
121. INTERVIEWEE He, he addressed something that had been a problem um, and he felt really good about that.
122. INTERVIEWER So.
123. INTERVIEWEE So he stopped, he. I can tell you what the situation was. He; someone was supposed to be coming round that he didn't want to be there, and he was terrified of her coming round and what he did do was confront her and say he didn't want her to come round.

124. INTERVIEWER Right, so he
125. INTERVIEWEE And he felt empowered.
126. INTERVIEWER *put what he wanted to do into action.*
127. INTERVIEWEE Yeah.
128. INTERVIEWER And that was empowering for him.
129. INTERVIEWEE Yeah. Yeah. Yeah.
130. INTERVIEWER Thank you for that: Another question I wanted to ask you, and that's to do with your own cultural background,
131. INTERVIEWEE Mm.
132. INTERVIEWER and I am wondering, in a nutshell really what that is, and how you feel that that might influence your work with clients?
133. INTERVIEWEE Yes. Um. I think my, my cultural background, er, and I am from a specific cultural background which is not white English. Um. I find; well I'm Jewish. I actually find Jewish clients difficult to work with. Um. I find that (*laughs*) well certainly if I know beforehand that

somebody is Jewish, and I show them I'm aware of the whole series of assumptions that comes with that.

134. INTERVIEWER Obviously that comes with that.

135. INTERVIEWEE Mm.

136. INTERVIEWER Yes.

137. INTERVIEWEE You know the stereotyping I do, um, at work. I mean I've been pleasantly surprised on occasions. Um.

138. INTERVIEWER Right so it's sort of, you've realised that it sort of colours your view of some clients if they are from

139. INTERVIEWEE Similar, yeah.

140. INTERVIEWER that sort of background.

141. INTERVIEWEE Yeah. Absolutely. Yeah. Yeah. I I know what the colourful factors are

142. INTERVIEWER Yeah.

143. INTERVIEWEE in the layers.

144. INTERVIEWER In the belief system
145. INTERVIEWEE In the belief system and I know
146. INTERVIEWER that goes with it.
147. INTERVIEWEE that's in me. And I know that that's still some of the areas that I need to work on myself. So is somebody else has got those (*Laughing*) then I get really irritated. With the negative ones, anyway.
148. INTERVIEWER OK. Thanks very much. You've given me a lot of information.
149. INTERVIEWEE Mm.
150. INTERVIEWER And, er, I wonder if you feel there's anything I've missed out, to do with distance, or empowerment, or culture, or that sort of thing.
151. INTERVIEWEE Or that sort of thing (*laughs*) there's a lot there. There's an awful lot there. Um.
152. INTERVIEWER Anything else you want to say?

153. INTERVIEWEE Mm. Nah. I hadn't actually thought that much about physical distance. And I find the questions very interesting actually. Um. Um.

154. INTERVIEWER OK. We'll finish there.

155. INTERVIEWEE Yeah um le'me le'me, think while you're here one more minute.

156. INTERVIEWER OK.

157. INTERVIEWEE Let me do this justice. Um. (*pause*). I think, I think, the general thing, um, and I think it's a result of this interview, I, I'm actually going to pay attention to gender and physical space.

158. INTERVIEWER Oh right.

159. INTERVIEWEE For me. I think that's what I want to say. I'm just aware of it.

160. INTERVIEWER Yeah. Thanks a lot. That's it.

APPENDIX 17

Sample of SPSS computer print-out

(please see the next page)

Tests of Between-Subjects Effects

Dependent Variable: distance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	44652.868 ^a	17	2626.639	27.716	.000
Intercept	102027.007	1	102027.007	1076.565	.000
GNDR1M2F	4042.840	1	4042.840	42.659	.000
FL3S4R5A	12682.784	2	6341.382	66.913	.000
CR6E7U8G	24614.389	2	12307.194	129.863	.000
GNDR1M2F * FL3S4R5A	268.347	2	144.174	1.521	.222
GNDR1M2F * CR6E7U8G	2057.056	2	1028.528	10.853	.000
FL3S4R5A * CR6E7U8G	595.028	4	148.757	1.570	.186
GNDR1M2F * FL3S4R5A * CR6E7U8G	372.444	4	93.111	.982	.420
Error	11941.125	126	94.771		
Total	158621.000	144			
Corrected Total	56593.993	143			

a. R Squared = .789 (Adjusted R Squared = .761)

Estimated Marginal Means

1. gender1male2female

Estimates

Dependent Variable: distance

gender1male2female	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
male	21.319	1.147	19.049	23.590
female	31.917	1.147	29.648	34.187

Pairwise Comparisons

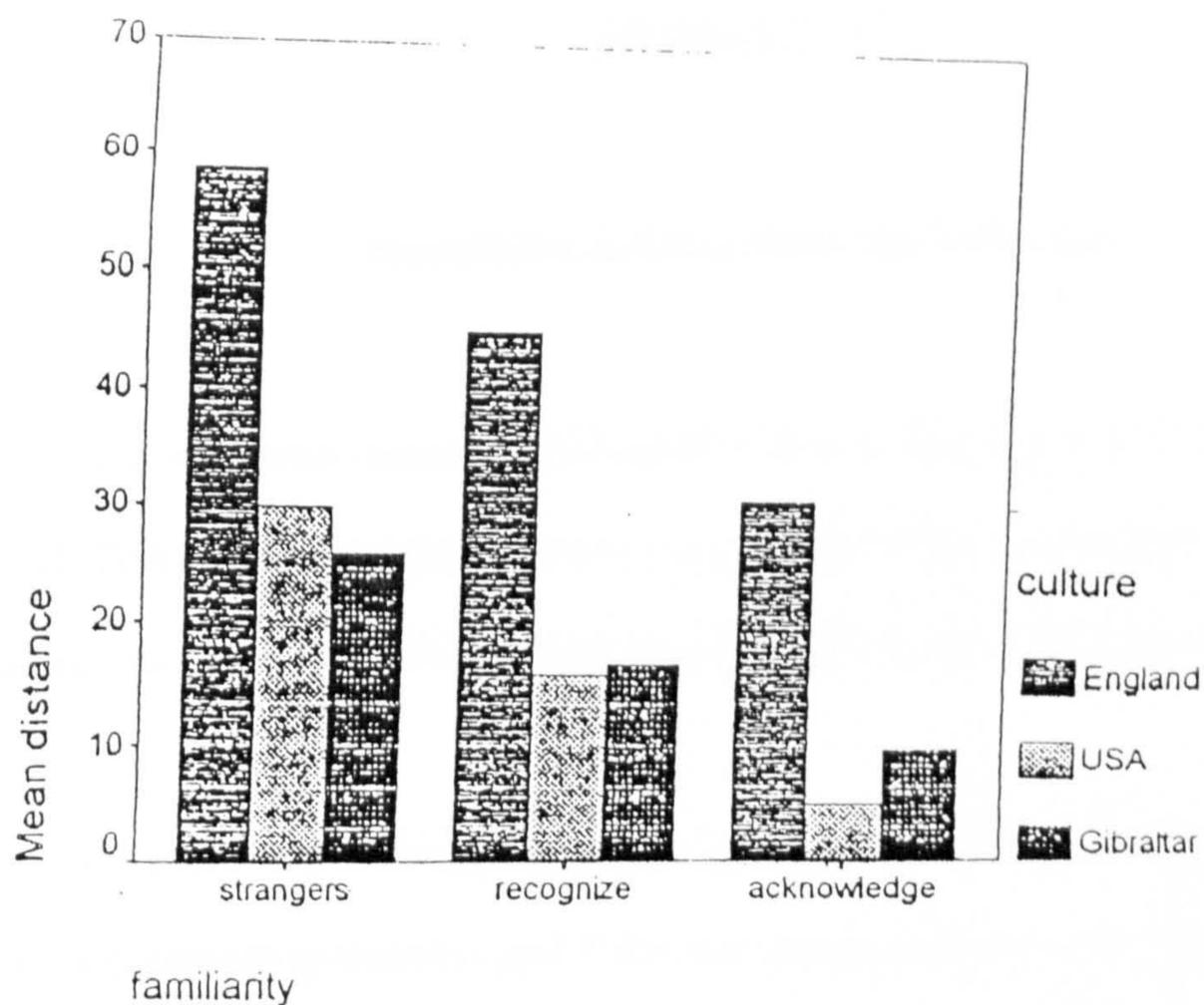
Dependent Variable: distance

(I) gender1male2female	(J) gender1male2female	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
male	female	-10.597 [*]	1.623	.000	-13.808	-7.386
female	male	10.597 [*]	1.623	.000	7.386	13.808

Based on estimated marginal means

^a. The mean difference is significant at the .05 level.

^b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).



General Linear Model

Multivariate Tests^b

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.989	4301.196 ^a	3.000	140.000	.000
	Wilks' Lambda	.011	4301.196 ^a	3.000	140.000	.000
	Hotelling's Trace	92.168	4301.196 ^a	3.000	140.000	.000
	Roy's Largest Root	92.168	4301.196 ^a	3.000	140.000	.000
DSTNC9	Pillai's Trace	.614	74.272 ^a	3.000	140.000	.000
	Wilks' Lambda	.386	74.272 ^a	3.000	140.000	.000
	Hotelling's Trace	1.592	74.272 ^a	3.000	140.000	.000
	Roy's Largest Root	1.592	74.272 ^a	3.000	140.000	.000

a. Exact statistic

b. Design: Intercept+DSTNC9

APPENDIX 18

Questions arising from the research

Only the research question immediately below has been included in the main text. The rest are additional ones that could not be addressed because they were not explored in this project, but they could be useful for further research.

Are there individual preferences with clients as to where they expect to sit for a counselling session and if so, are these preferences influenced by culture, gender and familiarity between members of a counselling dyad?

1. If the answer to the previous question is “yes”, then in what way can a psychological counsellor ascertain where to put the seating for a counselling session?

Although the question immediately above is not the explicit research one, its answer may be implied from this research and consequently is deliberated on in the final Discussion section. The first question is a research question and I aim to answer it in the Discussion.

Many studies on non-verbal behaviour have either leant towards theory-driven models such as Skinner (1957); or have focussed on language solely within the field of verbalising (Chomsky, 1959). Consequently, a further two questions emerged (questions 3 and 4):

2. What would be found by looking at data first and then creating a model which fits the data? (This research hopes to go some way towards answering that question.)
3. Why is there such a phenomenon as non-verbal behaviour? Although not a main research question, the implications of this research may, to a certain extent, attempt to answer this question, in the main Discussion section, sub-titled *communication*.

Chapters one, two and three of this research show that more recent literature links the human mind with the physical body (Sharon, 1998). Indeed, Chopra (1998) declares that there is a strong relationship between the physical body and the state of mind in homo sapiens. This link was previously declared by Goleman (1996) who argued that: the more skilled an individual is in labelling emotions, the more choice that person can have in choosing how to behave. Thus, the following four questions emerge (questions 4, 5, 6, and 7):

4. How can people know what their thoughts and emotions are?
5. Is emotional literacy (more popularly known as emotional intelligence) valuable with regard to the corporeal?
6. Does psycho-neuro-immunology have anything to offer the psychological counsellor?

7. Is it important for psychological therapists to know about emotional literacy with regard to the corporeal? The above four questions however, although springing from the literature, are not the main questions regarding this research, although they help in leading towards the main questions which are specified in the main body of this work.

Bearing the above block of questions in mind, it is interesting that Sharon (1998) posits a strong link between a positive mental attitude and coping better in a bodily sense. Questions logically emerging from this are the following five (questions 8, 9, 10, 11, and 12):

8. How can a positive attitude be nurtured?

9. Where could cues to attitude be taken from?

10. In what way can one begin to be aware of human non-verbals?

11. What does a non-verbal behavioural dimension such as proxemics have a connection with?

12. Would it be possible to take one dimension of NVC, such as proxemics, and follow its avenues? The five questions immediately above spring from

this work, but are not the main research questions of this investigation.

They are however, touched on in the main Discussion section.

If, as Goleman (1996) posits, communicating emotions affects the immune system, then the next question quickly emerges (question 13):

13. Can the area of psycho-neuro-immunology inform the field of psychological counselling? This is a whole research question within itself and although it is acknowledged here, it is not answered because it is not a research question which this project has focussed on.

The importance of emotional expression is put into relief by Chopra (1993).

He declares that it is not realistic if the mind and body are treated separately.

Hence, the further two questions arise (questions 14 and 15):

14. Is it important for psychological counsellors to be emotionally fluid?

15. How can the practicalities of nurturing positive mental health be entwined within daily living? Although these two questions emerge from the work so far, they are not the main research ones therefore will not be explicitly answered.

Gottman's (1998) view is in sympathy with Chopra's (1993). Gottman (1998)

declares that high self-esteem is connected to good health. Thus, a further

two questions arise (questions 16 and 17):

16. If high self-esteem is linked to good health, what are the consequences of poor self-esteem?

17. In what ways can high self-esteem be facilitated? These two questions are mentioned because they have arisen from this work, yet they are not deliberated on due not being main research questions.

Further, Goleman (1996) states that there is a link between emotional expression and good health. Questions arising from this are as follows (questions 18 and 19):

18. How can individuals move towards a goal of emotional literacy? Since this question logically follows from the one immediately above, it too is not deliberated on.

19. What would be the easiest way of implementing the greatest change in a desired direction concerning emotional literacy? Since this question stems from the previous one, it is not a main research question here and therefore not discussed.

Goleman (1996) and Gottman (1998) assert the importance of emotional expression, hence, the following question arises (question 20):

20. Could NVC offer a way into emotional expression?

From this question, others follow (questions 21, 22, and 23):

21. Could awareness of NVC facilitate self-care?

22. If the answer to question 21 is “yes”, then where would it be appropriate to instigate steps towards self-care?

23. Bearing in mind the above question, could psychological counsellors help to instigate steps towards self-care? Questions 21 to 23 are touched on in the main Discussion section of this research, however, they are not the main research questions.

Brown (1998) has identified that there is an enormous cost to not only individuals, but also to the nation, due to lack of knowledge concerning psychological well being. Hence, the next two questions arise (questions 24 and 25):

24. In what way can movement in a desired direction, concerning psychological well being, be implemented?

25. How can psychological counsellors help in the implementation of psychological well being? Although these two questions are not the main research ones, their answers may be implied from this research and consequently deliberated on in the final Discussion section.

Cumulative evidence shows that the conditions of empathy, congruence and unconditional positive regard are necessary for counsellors to communicate to their clients (Rogers, 1951; Kirscherbaum and Henderson, 1989; Howe, 1993; Bayne et al 1994). Hence, the following question (question 26):

26. How can the three purported necessary conditions, as stated above, be incorporated into a programme of psychological well being? This is an important research question arising from the literature, which this research does not aim to answer.

A question following on from the one immediately above is (question 27):

27. What are the building blocks to encompass within a programme facilitating psychological well being? This, too, is an important research question which this work does not attempt to answer.

And a question arising from this one is (question 28):

28. What do psychological counsellors need to bear in mind when planning a programme for facilitating psychological health?

Following on from question 28 is (question 29):

29. How can record keeping and assessing a programme for facilitating psychological health be implemented?

James and Brownsword (1998) state that the environment is important in promoting good behaviour and psychological health. Hence, the emergence of the next question (question 30):

30. What kind of environment could support good mental health and healthy physical behaviour? Questions 28 to 30 inclusively, however, do not form the main research questions of this work, therefore are not investigated here.

Fast (1971) stipulates that physical behaviours constantly send messages. Thus, the following question emerges (question 31):

31. What messages are the physical behaviours of psychological counsellors sending to their clients? The implications of the results of this work may throw some light towards finding an answer to this question and consequently is deliberated on in the main Discussion section.

DuBin (1997) announces, what may sound obvious: that it is important for professionals to have enough energy to last at least the day. This announcement helps pose the next question (question 32):

32. How can psychological counsellors help themselves in having enough energy to do their daily work with professional impact? Although this is a basic and important question, it is not the aim of this work to answer this question, which is a research question in its own right.

The above thirty-two questions are relevant in the debate concerning the topic of NVC work, but they are not addressed in the main Discussion section of this research because they are not specifically on proxemics.

Consequently, the thirty-two questions, all stemming from the present investigation rooted in proxemics, are not explicitly answered; since it is the main research questions which are answered.

:

APPENDIX 19

Approximate order of events

Pre 1998 Plan and propose research, give presentations and read, read, read.

- 1. February 1998** Literature search and order relevant research literature. Contact counselling training institutions to interview some of their students, on professional counselling diploma courses, who practise counselling
- 2. March 1998** Collect relevant literature . Read the literature (this is an on-going process). Choose literature to cite. Collect telephone numbers of some prospective interviewees and interview four female student counsellors.
- 3. April 1998** Decide structure of citing literature by using colour coding technique. Interview one male student counsellor.
- 4. May 1998** Write chapter 1. Interview three male student counsellor.
- 5. June 1998** Write chapter 2. Interview three female student counsellors.
- 6. July 1998** Collect data from Branson. Transcribe three student interviews
- 7. August 1998** Collect data from Gibraltar Transcribe three student interviews
- 8. September 1998** Collect data from Dorset. Interview two male and 1 female professionals
- 9. October 1998** Write chapter 3. Interview one male professional
- 10. November 1998** Write chapter 4. Interview one male and two female professionals

- 11. December 1998 Interview 1 female professional

- 12. January 1999 Analyse study 1 data. Interview one male professional

- 13. February 1999 Transcribe two interviews with professional counsellors

- 14. March 1999 Transcribe two interviews with professional counsellors

- 15. April 1999 Transcribe two interviews with professional counsellors

- 16. May 1999 Find themes in transcribed interviews

- 17. June 1999 Find themes in my process diary and ask psychologists to identify emergent themes in the transcriptions

- 18. July 1999 Write chapter 5. Find a chartered counselling psychologist for verifying that the themes I found were also the themes which other psychologists found

- 19. August 1999 Write chapter 6

- 20. September 1999 Write chapter 7

- 21. October 1999 Write Abstract, Prologue and Epilogue

- 22. November 1999 Write Appendices, References and Contents pages.

- 23. December 1999 Give it to my supervisor to pre-view before polishing

Post 1999 Polish up the work before giving to my supervisor for her OK to bind it; then pray.

2 of 2 volumes