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THE EFFECT OF CLIENT SEDUCTIVE BEHAVIOR ON MENTAL HEALTH
PROFESSIONAL TRAINEE PERCEIVED STRESS, RAPPORT AND
ESTIMATE OF CLIENT ADJUSTMENT

The University of Oklahoma

PH.D.

1980

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE EFFECT OF CLIENT SEDUCTIVE BEHAVIOR ON MENTAL HEALTH

PROFESSIONAL TRAINEE PERCEIVED STRESS, RAPPORT

AND ESTIMATE OF CLIENT ADJUSTMENT

A DISSERTATION

SUBMITTED TO THE GRADUATE COLLEGE

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

By

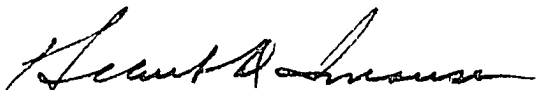
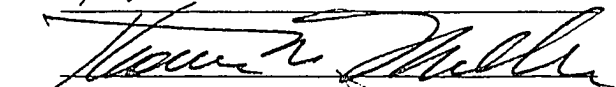
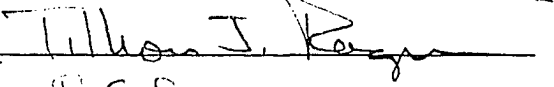
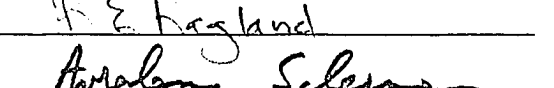
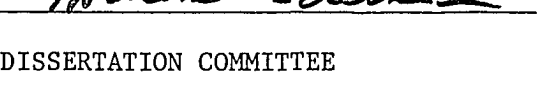
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APPROVED BY

DISSERTATION COMMITTEE

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Abstract

The relative impact of different levels of client seductive behavior on counselors was investigated. Three levels of seductive behavior, portrayed by a male and female analog client, along with subject gender were included as independent variables in a 3 x 2 x 2 ANOVA design. Seventy-two mental health professional trainees assigned to 12 independent groups individually viewed video-tapes of an analog client who exhibited one of the levels of seductive behavior. After viewing the tapes, the subjects rated 1) their own stress, 2) their perception of rapport with the client, and 3) estimated the client's overall psychological adjustment. Although previous research has indicated that a moderate amount of seductive behavior in a relationship regulates stress and rapport at favorable levels, and enhances client adjustment ratings, the results provided only partial confirmation of the adjustment hypothesis. An interactive relationship was found with moderate seductive behavior affecting client adjustment ratings relatively more when displayed by the female client. No interactions were found between subject gender and other variables. These findings were considered in terms of counselor sex role biases and implications for training and practice.

THE EFFECT OF CLIENT SEDUCTIVE BEHAVIOR ON MENTAL HEALTH
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When sexual behavior is discussed in terms of the helping relationship, reactions are typically extreme and evaluative. And usually the discussion centers on sexual intercourse. While specific injunctions against having sexual intimacies have been included in recent versions of the ethics of the American Psychiatric Association (1973) and the American Psychological Association (1979), recent evidence suggests that a variety of sexualized behaviors do indeed occur in the counselor/client relationship (Taylor and Wagner, 1976).

The types of sexualized and sexual behavior described range from actual intercourse, in which, according to survey data, as many as 5.5 percent of male and 0.6 percent of female psychologists have been engaged (Holroyd and Brodsky, 1977), to a constellation of sexualized kinesic activities observed by Scheflen (1965, 1973) that occur regularly in clients and counselors of varying ages and orientation. Finney (1975) concurs with Scheflen in the belief that seductiveness may be passive and unconscious, and includes posture, gesture, facial expression, and tone of voice as components of seductive behavior.

Shor and Sanville (1974) suggest that the changing roles of women allow for more assertive sexual behavior, and Davidson (1977) indicates that

the notions about a broad range of seductive behavior, exhibited by clients are in a state of revision. Broverman, Broverman, Clarkson, Rosenkrantz and Vogel (1970) raise questions regarding how the behavior of women is interpreted since it was found that women thought to exhibit feminine traits received harsher judgements of mental health than women who exhibit more masculine traits. Further, how the sex roles of clients and helpers interact as attitudes are formed, how judgements of mental health are made, and how rapport is developed in the helping relationship is questioned by Abramowitz, Abramowitz, Jackson and Gomes (1973), who found harsher evaluations are made of women than of men who were described identically in a study of political orientation.

Focusing on intercourse rather than other behaviors on the sexualized behavior continuum, Shor and Sanville (1974), Finney (1975), and Davidson (1977) report case material suggesting primarily negative outcomes of actual or suggested intercourse between therapist and client. These authors recommend acknowledging the presence of such behavior in the professions of Social Work, Psychiatry and Psychology and suggest further research and development of training models to assist in coping with the sexual stresses often present in the helping relationship.

While the bulk of information available on sexualized behavior in the helping relationship is of the case history, field survey, or ethical proscription type, Schefflen (1965) has regularly observed a constellation of behavioral structures associated with sexualized behavior between client and therapist. Suggesting that the interplay of such behavior serves to induce rapport and to maintain and regulate a relationship, he urges systematic observation rather than free association and preconception in order to understand the function of such behavior in an interaction. He states

that sexual-like kinesic activities (eg., readiness, positioning and invitational cues) serve as a governor for maintaining a favorable range of relatedness which psychotherapists think of as optimal transference or sexual and dependent involvement (p.255). While urging systematic observation, Scheflen adopts a context analysis approach to studying these phenomena as opposed to what he calls the usual manipulation of isolated variables since each behavioral unit purportedly functions in relation to the others in a larger system.

Many of the sexualized nonverbal behaviors identified by Scheflen have indeed been studied in isolation. Davis (1973) suggests that eye contact is the single most important aspect in signaling sexual attraction and Griffitt, Mays and Veitch (1974) report that sexual arousal is associated with distancing behavior between some opposite gender dyads.

Self-manipulative behaviors were alternately found to be positively (Brown and Parks, 1972) and negatively (Rosenfield, 1966a, 1966b) correlated with approval seeking. Self-manipulative behaviors were also found to be associated with tension (Mahl, 1968; Davis, 1973).

In the interview setting, Mehrabian (1968, 1969) found that increasing proximity, leaning forward, and eye contact are associated with liking. However, he also found that gender differences affect these behaviors (Mehrabian, 1969). Charny (1966) reports that rapport in therapy is positively related to congruence of postures of the client and therapist, and Argyle (1972) found head nods to be interpreted as empathic, as is smiling (Argyle and Dean, 1965). Activity level (Heimann and Heimann, 1972) and hand movements (Seals and Prichard, 1973) have also been shown to be associated with rapport. Argyle and Dean's equilibrium theory

(1965) proposed that a compensatory relationship exists among measures of psychological closeness. Based on the study of eye contact and proxemics, they predict that as one increases the other will decrease (Argyle and Dean, 1965). Results of studies by Mehrabian (1968), Brown and Parks (1972) and Patterson (1973a, 1973b) have supported this inverse relationship.

The purpose of the present study was to investigate the effects of seductive behavior exhibited by clients on the counselor's perception of 1) rapport, 2) the counselor's own stress, and 3) the counselor's perception of client adjustment. Schefflen's constellation of sexual-like behaviors was selected in view of its representativeness of a set of behaviors that might be encountered in an actual counseling setting. The analog technique employed allowed for experimental control and comparison of possible gender differences existing in the interaction between subjects and simulated clients.

HYPOTHESES

1. Since a moderate amount of seductive behavior (MSB) is said to regulate rapport at more favorable levels than either high seductive behavior (HSB) or low seductive behavior (LSB), the MSB treatment will yield a significantly higher score on the rapport dependent measure than will either the HSB or LSB treatment.

2. Since a moderate amount of seductive behavior is said to regulate stress at more favorable, i.e., intermediate levels than either high or low seductive behavior, the LSB treatment will yield a significantly lower score on the stress dependent measure than the MSB treatment and the MSB treatment will yield a lower score than HSB treatment.

3. Since on the one hand clients who oversexualize their communication are said to receive harsher judgements of their adjustment, and on the other hand clients who undersexualize their behavior are proposed by Scheflen (1965, p. 256) to be like the over cautious driver who may be seen as provocative or disruptive, the MSB treatment will yield a significantly higher score on the dependent measure of adjustment than either the HSB or LSB treatments.

Although there is some suggestion from Scheflen (1965) that gender differences will not obtain, the Broverman, et al. (1970) and Abramowitz, et al. (1973) studies suggest the contrary. Consequently, while no specific hypotheses were formed predicting statistical interactions involving subject or analog client gender, the data were examined for possible gender interactions. An alpha level of .05 was adopted for each of the hypotheses.

METHOD

Subjects

The subjects consisted of 36 male and 36 female mental health professional trainees who were enrolled in or had recently completed a one semester supervised practicum experience in Guidance and Counseling (24%), Social Work (26%), Human Relations (10%), Counseling Psychology (29%), or Clinical Psychology (11%). Doctoral students comprised 18%, Masters students 77%, and undergraduates 5% of the subjects. The subjects ranged from 20 to 57 years of age (median age = 29). Statistical power was calculated to be .90 to detect a one standard deviation difference with an alpha level of .05 for this number of subjects.

Independent Measures

The three independent variables were gender of subject, gender of analog client, and three levels of seductive behavior enacted by each of the analog clients. For constructing the three levels of seductive behavior, an actor and an actress portrayed various frequencies and configurations of the behaviors described by Scheflen (1965). The high seductive behavior (HSB) condition was defined as encompassing all the behaviors in Scheflen's constellation. Thus an HSB condition required the analog client to exhibit (1) positioning cues including forward lean and face to face orientation, (2) readiness cues including high muscle tonus and preening or self-manipulative behaviors and (3) invitational cues including alternate eye contact, flirtatious glances, head cocking and demure gestures, or slow stroking gestures on the thigh, wrist or palm.

MSB was behaviorally defined by holding constant positioning, readiness and eye contact cues as in HSB, but deleting the other invitational cues. For the LSB condition only positioning and eye contact cues remain constant as in the HSB and MSB conditions. Thus, by retaining these behaviors some cues associated with seductive behavior remain, making LSB a "low" rather than a "no" seductive behavior condition. The actor and actress were instructed to follow the script carefully and to use a relatively moderate tone of voice since the nonverbal behaviors were of primary interest. As a matter of course, the performers indicated that the LSB condition was most difficult to perform since their personal styles were more expressive.

Stimulus Materials

Three five-minute video-tapes of the simulated client were

constructed to portray the different levels of seductive behavior for both the male and female analog client conditions. Within each gender condition the same graduate level drama student portrayed all three levels. Both models were 25 years of age and judged by the researchers to be moderately attractive. Identical scripts, settings, camera placements, and camera movements were employed in all six tapes; and within gender, attire was held constant.

In order to enhance interaction with and attention to the tapes as well as identification with the counselor role, printed subject responses were included on the video-tape subsequent to each analog client statement. Thirteen response exchanges were included in each tape. The responses read by the subject were brief and included three questions, five cognitive restatements and five affective reflections.

Prior to the actual video taping the simulated clients had three two-hour rehearsal sessions in which each was trained to manipulate his or her behavior in accordance with the requirements of each of the three stimulus conditions. The scripted problem dealt with the simulated client's loneliness. No gender references appeared in the script.

Validation of Stimulus Materials

The six video-tape treatment conditions were rated independently by three male and three female doctoral level Counseling Psychology students. The judges were pretrained by providing each with a written description that listed the behaviors included in the constellation of sexualized behaviors outlined by Scheflen (1965). The judges were not trained regarding the specific pattern of cue behaviors within each proposed level. Individually, the judges viewed the six tapes in random order. After the

first viewing, the tapes were presented again in yet another random order with a short pause following each tape. During the pause each judge assessed the level of seductive behavior on an eleven point Likert type scale, thereby rating both the treatment levels and the performances of the actor and actress. A three (treatment level) x two (analog client gender) x two (rater gender) repeated measures ANOVA was performed on the scores. Only the treatment levels were significant, $F(2,8)=75.64$, $p<.001$. No interactions were significant at the .05 alpha level thus verifying the intention that across gender the performances were equivalent and the judges were consistent. The means for the LSB, MSB, and HSB conditions were 1.75, 5.08, and 10.17 respectively. The Tukey HSD test (Kirk, 1968) was used to make individual comparisons among the treatment levels and indicated that the HSB condition was significantly different from MSB, $p<.005$, MSB was significantly different from LSB, $p<.005$, and LSB was significantly different from HSB, $p<.005$. In other words the levels progressively and significantly increased from LSB to MSB to HSB. The judges were also polled regarding the believability of the reenactments agreeing unanimously that the performances were believable.

Dependent Measures

Three dependent measures were recorded: (a) subject perception of rapport with the client, as measured by the Empathic Understanding Sub-Scale of the Barrett-Lennard Relationship Inventory (BLRI) (Barrett-Lennard, 1978), (b) subject perception of his/her own stress as measured by the State Scale of the State-Trait Anxiety Inventory (Spielberger, Gorsuch and Lushene, 1970), and (c) a Likert Type Scale designed for this

study to assess the subject's opinion of the simulated client's over all level of emotional adjustment. Test-retest methods (Barrett-Lennard, 1978) have established reliability coefficients of the BLRI ranging from .79 to .89 on the sub-scales and .85 on the overall total score. Validity studies on the BLRI have been reported by Clark and Culbert (1965) and Gross and DeRidder (1966). Reliability and validity estimates of the STAI have been reported by Spielberger et al. (1970) with correlation coefficients ranging from .83 to .92 reported for the internal consistency of both the STAI-State and STAI-Trait scales. Construct validity of the STAI-State scale was also supported (Spielberger et al., 1970).

In order to assess the subjects' appraisal of the stimulus client's overall level of adjustment, an eleven point Likert type scale with anchored mid-point was administered. Instructions derived from Broverman, et al. (1970) stating "think of a normal adult, and then indicate on the scale the level to which the client you just saw on the video tape appears to be mature, adjusted and socially competent" served to orient the subjects to the assessment task.

An additional measure designed to assess the subject's awareness of the seductive component of the stimulus client's behavior was administered during debriefing. This "Client Attribute Survey" asked subjects to list words that in their opinion best described the analog client they viewed.

Procedure

The male subjects were randomly assigned to one of the six independent seductive levels x analog client/gender combination treatments. The female subjects were similarly assigned. Each of the six

treatment levels contained six male and six female subjects. Individually, each subject was told that he or she was going to watch a portion of a simulated initial interview with a client who might be encountered in a community counseling setting. The subject was asked (1) to identify with the counselor role, (2) to respond to the simulated client by reading aloud the counselor responses appearing on the tape following each client statement, and (3) to be prepared to answer a questionnaire regarding his/her experience of the simulated interview. After viewing the tape, the subject was instructed to complete the State-Trait Anxiety Inventory, the Empathic Understanding Sub-Scale of the BLRI and Adjustment Inventory, presented in a randomized sequence for each subject. The subject was then asked to complete the Client Attribute Survey and was debriefed after completing the experiment.

RESULTS

A 3 x 2 x 2 ANOVA was used to analyze the scores on each of the three dependent measures and the Tukey HSD test was used for specific cell-mean comparisons. A content analysis was performed on the Client Attribute Survey to determine subject awareness of the seductive component of the analog client's behavior.

On the stress and rapport measures no significant main or interaction effects were found. For the adjustment measure, however, a significant main effect for level of seductivity was found, $F(2,60)=3.60$, $p<.05$, along with a significant interaction between seductive levels and analog client gender within seductive levels $F(2,60)=4.70$, $p<.05$.

Insert Table 1 about here

Since the significant main effects found here were attended by significant interactions, a Simple Main Effects test (SME) (Kirk, 1968) was used to make more specific comparisons. Results showed significantly different scores among seductive levels for the female analog client condition, $F(2,60)=6.77$, $p < .01$, but not for the male analog client condition, $F(2,60)=1.39$. The SME test also showed significantly higher adjustment scores for the female analog client condition than for the male analog client condition in the MSB level, $F(1,60)=4.78$, $p < .05$, but not in the LSB or HSB conditions.

Insert Table 2 about here

Within the female analog client condition the Tukey test showed significantly higher scores for the MSB than for the LSB condition, $p < .05$, but not between MSB and HSB, $p < .10$, or HSB and LSB, $p < .25$. Therefore only a partial confirmation of the adjustment hypothesis was achieved.

Insert Figure 1 about here

The first hypothesis predicted higher scores for the MSB than for either the LSB or HSB conditions. For the rapport scores this prediction did not hold as no significant main effect was found. And while the interactions among seductive levels, analog client gender and subject gender were of interest, none were found. Similarly, the prediction that perceived stress of the subject would increase with increasing levels of

seductivity did not hold nor did interactions obtain.

It was determined from a content analysis of the Client Attribute Survey that the trainee subjects did not typically use words that directly attended to the seductive component of either of the analog clients' behavior. Thus it appears unlikely that the subjects saw through the main premise of the study. Four subjects used the words 'seductive', 'provocative' and/or 'manipulative' to describe the client they saw in the HSB condition. One subject in the MSB and one in the LSB condition used the word 'manipulative' in their descriptions. Two HSB subjects and three MSB subjects listed the word 'attractive' in their descriptions. None of the LSB subjects used 'attractive' to describe the client they saw.

DISCUSSION

The results of experimental data collected here testing Schefflen's (1965) notion that seductive behavior regulates relatedness in a relationship were inconclusive, at least in the context of the way these concepts were measured here. It is apparent though (see figure 1) that the different levels of seductive behavior did affect the way the subjects perceived the female analog client's adjustment. A moderate level of seductive behavior significantly improved the subjects' overall perception of the female analog client over their view of her when she exhibited low levels of seductivity. As can be seen in figure 1, the adjustment scores in the MSB and HSB conditions differed in the predicted direction but were not significant at the .05 level.

It is interesting that the female analog client who exhibited moderate seductivity was seen as better adjusted than her male counterpart.

The contrasting results between the subjects' perception of the male and female analog client support again the contention of Abramowitz et al. (1973) and Broverman et al. (1970) that mental health professionals are not exempt from sex role biases. Actually, the mean adjustment ratings for the male analog client declined slightly as seductivity increased across all three levels. It seems that the female client's fortunes improved as she moderated her seductive behavior, while even a broad range of seductive behavior had little impact for the male.

Although no specific hypothesis was made regarding differential perceptions between male and female subjects, it is noteworthy that the gender of subject variable was not significantly active in either main or interaction effects. Here, as in the Broverman study, the gender of these mental health professional trainees seemed to be of little importance.

One explanation of the stress and rapport findings may come from Schefflen himself who recommends context rather than experimental analysis. It may be that the paper and pencil questionnaires were not sensitive enough to detect differences in the relationship across levels of seductivity that might have been noticed if the subject had been observed. Subject reactions may have been moderated at least in part by their own compensatory behavior as Argyle and Dean suggest (1965). From a methodological standpoint, Reade and Smouse (in press) found inconsistencies between verbal and nonverbal behavior reflected by BLRI scores to be highest in a confrontive situation. While inconsistencies might have existed here, confrontation was less likely because of the scripted situation.

The fact that the adjustment of male and female clients is per-

ceived differently as they exhibit similar patterns of behavior provides implications for both counselor training and practice. If expectations and judgements of men and women clients differ it makes sense to emphasize understanding those differences early on in the training process as assessment techniques are learned. For the practitioner, ongoing professional assessments of client well-being may benefit from an objective analysis of the professional's compensatory behaviors.

The analog nature of this study, the use of only one male and one female analog client, the brevity of the stimulus period and the use of only one scripted problem present limitations to the present findings as well as experimental control. Therefore, inferences made from these findings must be tempered to the degree that realistic abstractions are made regarding the stimulus conditions.

While methodological considerations listed above certainly indicate the need for further study in this area, research might also focus on the interactive nature of gender and behavior across other behavioral modes and moods as well as seductivity. It may be that special training regarding the behavior of male clients would benefit mental health professionals who seem, at least here, to be less sensitive to broad variations in male behavior than to equivalent variations in female behavior.

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Table 1
Analysis of Variance of
Adjustment Scores

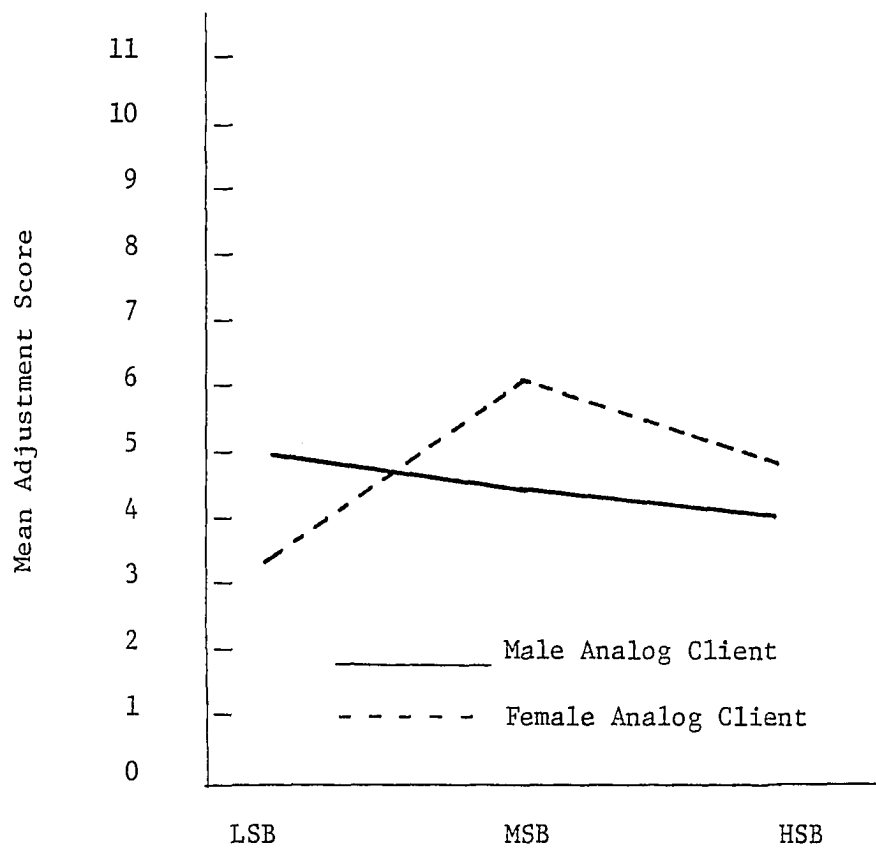
Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Seductive Level (S)	18.08	2	9.04	3.60*
Client Gender (CG)	2.00	1	2.00	0.80
Subject Gender (SG)	1.39	1	1.39	0.55
S x CG	23.58	2	11.79	4.70*
S x SG	3.53	2	1.77	0.70
CG x SG	2.72	1	2.72	1.08
S x CG x SG	0.03	2	0.02	0.01
Error	150.67	60	2.51	

* $p < .05$

Table 2
 Cell Means and Standard Deviations of Adjustment Scores
 Presented by Seductive Level and Gender of
 Analog Client and Subject

Seductive Level	Client Gender	Male Subjects	Female Subjects
Low	Male	4.67 (0.52)	4.83 (2.32)
	Female	3.83 (2.04)	3.17 (2.23)
Moderate	Male	4.17 (1.47)	4.83 (0.98)
	Female	6.00 (2.37)	5.83 (1.60)
High	Male	4.00 (0.89)	3.50 (0.84)
	Female	5.17 (1.17)	4.00 (1.09)

Figure 1
Mean Adjustment Scores Collapsed Across Subject
Gender for Male and Female Analog Clients
Across Seductive Levels



APPENDIX A

PROSPECTUS

PROSPECTUS

I. INTRODUCTION

A. Objectives

The objectives of the proposed study are to investigate the effects of different levels of seductive behavior exhibited by analog clients on counselor trainee's perception 1) of rapport, 2) of his/her own stress, and 3) of client adjustment.

B. Background

Over the last few years both providers and consumers of psychological services have become increasingly aware of and vocal in their criticism of sexual interaction in the helping relationship. When seductive behavior is discussed in terms of the helping relationship, reactions are typically extreme and evaluative; and usually the discussion centers on sexual intercourse. However, with the changing roles of women allowing for more assertive sexual behavior (Shor and Sanville, 1974) the notions about seductive behavior, far short of intercourse, as exhibited by clients are in a state of revision (Davidson, 1977). Questions arise in regard to how the behavior of women is interpreted (Broverman, Broverman, and Clarkson, 1970) and further how the sex roles of clients and helpers interact as attitudes are formed, judgements of mental health are made and rapport is developed in the helping relationship (Abramowitz, Abramowitz, and Jackson, 1973; Persons, Persons, and Newmark, 1974).

The overall importance of nonverbal behavior in the communication process has been demonstrated repeatedly by researchers over the last few years. Evidence suggests that nonverbal factors may be used to facilitate understanding of the client (Hinchliffe, Lancashire, Roberts, 1971; Patterson, 1973a, 1973b; Williams, 1974; Waxer, 1976), the counselor (Haase and DiMattia, 1970; Heimann and Heimann, 1972; Seals and Prichard, 1973; Sweeny and Cottle, 1976), and the counseling process (Haggard and Isaacs, 1966; Mahl, 1968; Spotnitz, 1972; Scheflen, 1973, Henley, 1973).

Thus, seductive behaviors are of particular concern to the counseling process because of their regular appearance (Scheflen, 1965, 1973) and their ethical and legal (Kardener, 1974; Finney, 1975) implications. Scheflen (1965) observed that sexualized kinesic activities like those found in American courtship occurred in clients and counselors of varying ages and orientations.

Along with Scheflen's observations (1965, 1973), evidence exists that suggests a number of helping relationships culminate in coital or near coital contact (Kardener, Fuller, and Mensh, 1973; Taylor and Wagner, 1976; Holroyd and Brodsky, 1977). Information available in the literature helps in some ways to illuminate the processes and attitudes relevant to this issue. The content of literature related to sexualized behavior occurring between participants in helping relationships focuses on five general areas that serve to structure the present review. These areas are: 1) descriptions and definitions of seductive behavior, 2) surveys and reviews of attitudes about and frequency of sexual behavior between clients and helpers, 3) the ethics and legal ramifications of such behavior, 4) psychodynamics, and 5) related experimental communication data and theoretical conceptualizations of sexualized behavior in helping relationships.

1. Descriptions of Seductive Behavior

When the content of an article deals with sexualized behavior between a professional helper and the person he purports to help, the label "erotic" and "seductive" are often used as descriptors. Although these terms appear frequently in the literature (e.g.; Marmor, 1970, 1976; Shor and Sanville, 1974; Klopfer, 1974; Holroyd and Brodsky, 1977) operational definitions vary considerably along a continuum ranging from actual intercourse through sexualized verbal behavior to subtle nonverbal cues. There also appears to be a general evaluative component either implicitly or explicitly associated with these terms.

For the purpose of a survey regarding the attitudes and practices of physicians toward physical contact with patients, Kardener, Fuller, and Mensh (1973) defined "erotic contact" as that "which is primarily intended to arouse or satisfy sexual desire." Holroyd and Brodsky (1977) used the same definition of erotic contact in a similar survey of psychologists. In these surveys erotic contact both including and excluding intercourse is subsumed under the more general category of physical contact which may include nonerotic hugging, kissing or affectionate touching. However, Davidson (1977) wonders how any hugging, kissing, or touching, within the helping relationship context can be considered nonerotic. Thus elements of actual tactile stimulation are at one end of a continuum of sexualized behavior occurring between clients and helpers, while subtle nonverbal and paralanguage cues appear at the other end of the continuum. Kardener, Fuller, and Mensh (1976) identify the erotic practitioner as one who responded affirmatively to any of the erotic contact questions in their 1973 survey.

The term "seductive" is alternately linked to the behavior of helpers (Marmor, 1970) and people they help (Klopfer, 1974; Dolliver and

Woodward, 1974). "Seductive" is used to describe clients who "seem overly willing to take and ask for more than the therapist is willing to give" by Dolliver and Woodward (1974). The term is also used to describe clients who use it (seductiveness) as an "interpersonal validating mechanism" to establish a sense of desirability and self worth by Klopfer (1974) and clients, generally female, who have been labeled "hysterical" (Berger, 1971). Finney (1975) states that seductiveness may be passive and unconscious. He includes posture, gesture, facial expression, and tone of voice as components of seductive behavior.

The term seductive has also been used to describe male therapists who "act out" their biological urges toward female patients (Marmor, 1970). He describes intercourse in his discussion as well as verbal (discussion of sexual fantasy), visual (mutual undressing) and other tactile (genital stimulation) behaviors as seductive.

Scheflen (1965) identifies a constellation of nonverbal sexualized behaviors that occur in business, social settings, and in therapeutic dyads and groups. Elements of this sexualized behavior he calls readiness cues, positioning cues, and actions of invitation. Readiness cues consist of high muscle tone and preening behaviors such as stroking of the hair and rearranging clothing. Positioning cues consist of maintaining a face to face physical orientation, leaning forward, and the positioning of the body or furniture to block off others. Actions of invitation include complementary or invitational statements, soft or drawing paralanguage, flirtatious glances, gaze-holding, demure gestures, head-cocking, rolling of the pelvis, and in females, (Scheflen, 1965, 1973; Davis, 1973) crossing the legs slightly exposing the thigh, placing a hand on the hip, exhibiting the wrist or palm, protruding the breast and slow stroking motions of the

fingers on the thigh or wrist.

The behavioral descriptions provided by Scheflen seem the most thorough in terms of describing a constellation of sexual behaviors. However, elements relevant to Scheflen's descriptions have been determined to be related to attraction between members of dyads in other settings (see related experimental communication data and theoretical conceptualizations below).

2. Surveys and Reviews

In attempts to assess the attitudes and practices of helpers in relation to sexualized behaviors with clients, Kardener, Fuller and Mensh (1973) surveyed physicians and Holroyd and Brodsky (1977) surveyed psychologists. Taylor and Wagner (1976) reviewed cases of sexual behavior between therapists and clients with a view toward understanding outcomes of such behavior.

Kardener, et al., found from an anonymous questionnaire survey (response rate 46 percent) of 460 male physicians that most did not believe in the efficacy of or engage in nonerotic physical contact with their patients. Five to 13 percent of the respondents revealed they engaged in erotic behavior (as identified above) with patients and 5 to 7.2 percent engaged specifically in sexual intercourse.

The Holroyd and Brodsky survey of a nationwide sample of male and female licensed Ph.D. psychologists (response rate 70 percent) reported 5.5 percent of males and 0.6 percent of females having had sexual intercourse with clients; and additional 2.6 percent of males and 0.3 percent of females reported intercourse with clients within 3 months after the termination of therapy. More males reported erotic contact with clients than females (10.9 percent vs. 1.9 percent). However, Holroyd and

Brodsky found almost no differences among five different therapy orientations on the erotic contact variable. Sex differences were not found on the nonerotic contact variable but there were therapy-orientation differences (25 percent of humanistic therapists indicated at least frequent nonerotic contact vs. less than 10 percent of eclectic therapists and less than 5 percent of psychodynamic, behavior-modification and rational-cognitive therapists).

A review of every available case of sexual contact that could be found in the professional literature was made by Taylor and Wagner (1976) with the goal of assessing results of such liaisons. They found 34 cases of reported sexual relationships and rated (some subjectively) the outcomes as positive, negative or mixed (positive and negative). While sex of therapist and client were not specified, 21 percent of the relationships reportedly had positive effects, 32 percent were rated as having mixed effects and 47 percent involved a negative outcome to either the client, the therapist or both. While Taylor and Wagner acknowledge the incomplete nature of their data and possible reasons for the reporting of positive outcomes, they conclude that sexual contact has, in the majority, negative outcomes.

Others (Shor and Sanville, 1974; Finney, 1975; Davidson, 1977) also report case material suggesting primarily negative outcomes of actual or suggested sexual intercourse between therapist and client. Again, these articles share an emphasis on actual intercourse rather than other behaviors on the sexualized behavior continuum. However, because of moral, ethical, and legal standards each of the authors above recommends acknowledging the presence of such behavior in their professions and suggests further research and development of training models to assist professionals in coping with the

sexual stresses often present in the helping relationship.

3. Ethical/Legal Issues

Material dealing with the ethical and legal issues of sexualized behavior appears frequently in recent professional literature. Various levels of sexualized behavior have been called "a problem with no name" by Davidson (1977), "sexual acting-out" by Marmor (1972), and "provocations and dalliances" by Shor and Sanville (1974). And, from the Hippocratic oath (in Siassi and Thomas, 1973) to recent versions of the ethics of the American Psychiatric Association (1973) and American Psychological Association (1977) specific injunctions against having sexual intimacies with patients have been included. To those therapists (McCartney, 1966; Shepard, 1971) who have advocated the therapeutic value of erotic contact, reactions have been swift and condemnatory (Snider, 1969). Marmor (1972, 1977), Kardener (1974), and Siassi and Thomas (1973) among others have suggested that the restrictions on client-therapist sex may be likened to the incest taboo. This is especially interesting since surveys (cited above) report the frequencies of helping relationship sexual contact as similar to the frequency of parent-child sex (Woodbury and Schwartz, 1971).

However, others (West, 1969; Braceland, 1969; Branch, 1969; Boas, 1969; Dahlberg, 1970; Levine, 1973) indicate that, while erotic contact remains to have questionable therapeutic value, the historic efforts to dispel ignorance (Brecher, 1969) about sexual matters have left guidelines for conduct blurred and uncertain. Marmor (1970) and Spensley and Blacker (1977) point out difficulties in dealing with the stresses associated with sexual tension in helping relationships. Taylor and Wagner (1976) discuss further general ethical issues and Masters and Johnson (1970) indicate the delicate concerns associated with the use of sexual surrogates in treating

sexual dysfunctions.

From a legal standpoint the Psychologists Professional Liability Insurance Policy has recently included an exclusion that "this policy does not apply: (9) to licentious, immoral or sexual behavior intended to lead to or culminating in any sexual act". Finney (1975) reviews several legal cases where professional helpers were found liable for social as well as sexual behavior with their clients. Articles in the Seattle Times ("Psychiatrists Pays", 1974) and Time Magazine (1975) report on other individual law suits where therapists were held liable for sexual contact with patients. The recurrence of these topics in the literature indicates an ongoing effort of professional helpers to understand their role in regard to sexualized behavior (Taylor and Wagner, 1976).

4. Psychodynamic Conceptualizations

While it is not within the scope of this paper to review the psychoanalytic literature on the transference and counter-transference phenomena (traditional views may be found in Freud, 1958, and Fenichel, 1941), that are basic to the understanding of sexualized behavior between helping relationship participants in psychodynamic theory, recent articles continue to focus on these topics. Spurred possibly by what Siassi and Thomas (1973) refer to as the "new sexual freedom" Marmor (1970, 1972, 1976) reiterates the traditional position regarding seductive behavior on the part of the therapist as countertransference acting-out. Additionally, Klopfer (1974) offers a cogent review of the traditional psychodynamic acting-out explanation of the seductive/sexualized behavior of clients.

However, Klopfer (1974) and Dolliver and Woodward (1974) share concerns about the traditional psychodynamic views related to sexualized behavior, since elements of a real, non-transference relationship may be

considered relevant given the on-going intimacy of the therapeutic relationship.

With the changes in sexual mores, particularly permitting more sexual assertiveness by women, Shor and Sanville (1974) question the label "very sick" when applied to women who directly demand sex with their therapists. In her article Davidson (1977) includes discussion of sex role biases regarding the traditional labels applied by predominantly male therapists while the American Psychological Association (1975) has reported on sex bias and sex-role stereotyping in psychotherapy.

5. Communication Theory and Supportive Data

While the bulk of information available on sexualized behavior in helping relationships is of the case, survey and ethical proscription type, Scheflen (1965, 1973) has regularly observed a constellation of behavioral structures associated with sexualized behavior between client and therapist. He urges systematic observations of such behaviors rather than preconceptions and free associations in order to understand their functions in an interaction.

Many of the sexualized behaviors identified by Scheflen have been studied in isolation. Davis (1973) suggests that eye contact is the single most important aspect in signaling sexual attraction and Griffitt, Mays, and Veitch (1974), report that sexual arousal is associated with distancing behavior between some opposite gender dyads.

Self-manipulative behaviors were alternately found to be positively (Brown and Parks, 1972) and negatively (Rosenfield, 1966a, 1966b) correlated with approval seeking. The behaviors were also found to be associated with tension, (Mahl, 1968; Davis, 1973).

In the interview setting, Mehrabian (1968, 1969) found increasing proximity, leaning forward and eye contact to be associated with liking.

He found, though, (Mehrabian, 1969) that gender differences affect these behaviors. Charny (1966) found that rapport in therapy is positively related to congruence of postures of the client and therapist. Argyle (1972) found head nods to be interpreted as empathic as is smiling (Argyle and Dean, 1965). Activity level (Heimann, 1972) and hand movements (Seals and Prichard, 1973) have also been shown to be associated with rapport. Argyle and Dean's equilibrium theory (1965) proposed that a compensatory relationship exists among measures of psychological closeness. In studying eye contact and proxemics, they predict that as one increases the other will decrease. Mehrabian (1968), Brown and Parks (1972) and Patterson (1973a, 1973b) have supported this inverse relationship.

C. Rationale

Given the above considerations, this research problem is significant for both theoretical and practical reasons. On a theoretical level, researching this problem will allow an experimental test of Schefflen's views which have been based on clinical observations. Schefflen's views of the function of nonverbal seductive behavior will provide a basis for generating hypotheses and the context for interpretation of the results.

There are also practical reasons for studying this problem. If sexualized behavior has a regulating function, then it is of obvious concern that the counselor be aware of what kinds of attitudes he/she may be forming about the client. To not understand these processes in training and practice may lead to misperception of the client and eventual negative effects on the client, the counselor or both. This research will also provide for a further exploration of the interactions of gender of both counselor and client as seductive behavior is communicated and decoded.

II. SPECIFIC AIMS AND HYPOTHESES

A. Aims

The specific aims of this study are (1) to create a set of stimulus video tapes of analog clients depicting three different levels of seductive behavior to be used as experimental treatments; (2) to provide adequate controls by holding constant all variables except the experimental treatments; (3) to assess the effects of the different levels of seductive behavior on the subject's perception of his/her own stress, his/her perception of rapport with the stimulus client and of his/her perception of the stimulus client's level of psychological adjustment.

B. Hypotheses

$$1) \text{ HA: } \bar{X}_{\text{rapport}}(\text{LowSNVB}) < \bar{X}_{\text{rapport}}(\text{ModSNVB}) > \bar{X}_{\text{rapport}}(\text{HighSNVB})$$

$$2) \text{ HA: } \bar{X}_{\text{stress}}(\text{LowSNVB}) < \bar{X}_{\text{stress}}(\text{ModSNVB}) < \bar{X}_{\text{stress}}(\text{HighSNVB})$$

The two primary hypotheses of this study are that, according to Schefflen's theory, a moderate level of seductive behavior will be perceived to regulate both rapport and stress at favorable levels.

$$3) \text{ HA: } \bar{X}_{\text{adj}}(\text{HighSNVB}) < \bar{X}_{\text{adj}}(\text{ModSNVB}) > \bar{X}_{\text{adj}}(\text{LowSNVB})$$

A third hypothesis combining both Schefflen's theory and findings from studies suggesting harsh judgements of clients who over sexualize their communication predicts that some moderate level of seductive behavior will enhance perception of adjustment and rapport but too much will enhance perception of stress and maladjustment.

Further, it will be informative to explore the trends in the interactions of gender of both analog clients and mental health professional trainee subjects. While there is some suggestion that male and female subjects will perceive the female analog client in a similar fashion, the male and female subjects might be expected to perceive the male analog client

differently. It may also be expected that dissimilarities will be found between male and female subjects' perception of the analog client of their own gender. The male subjects may perceive more stress, less rapport and make harsher judgements of the very seductive male analog client than do the female subjects regarding the very seductive female analog client.

III. METHOD

A. Selection of Subjects

A list of students who are currently enrolled in or have recently completed supervised practicum experience in academic programs such as Guidance and Counseling, Social Work, Human Relations or Counseling/Clinical Psychology will be compiled. The trainees will be contacted by phone in order to establish a final list of 36 male and 36 female volunteer trainee subjects. The male subjects will be randomly assigned to one of the six seductive level X analog client/gender combination treatments. The female subjects will be similarly assigned yielding a $3 \times 2 \times 2$ analysis of variance design (cell size = 6): high, moderate, low seductive behavior X gender of stimulus client X gender of subject.

B. Operational Definitions

Independent variables in this study will be gender of trainee subjects, gender of analog stimulus client and level of seductive behavior displayed by the analog client as represented by the video stimulus tapes.

1. Stimulus Materials

In order to provide for appropriate experimental control of the seductive behavior variable, a video tape of an analog stimulus client will be shown to each subject. Six video tapes with a length of five minutes each will be produced for this study. The tapes will vary in

two ways: 1) gender of analog stimulus client and 2) level of seductive behavior. However, identical scripts, settings and camera placements and movements will be employed in each of the tapes and within gender, attire will be held constant.

While realizing, that in the final analysis, levels of seductive behavior must be defined by the video tapes themselves, the constellation of sexualized behaviors delineated by Scheflen (1965) will be used to direct the actor and actress in order that they display on the video tape one of the various degrees of such behavior. The levels and cue behaviors within each are:

- a) High level of seductive behavior -
Actor will be instructed to display:
 - (1) readiness cues such as preening behaviors and high muscle tonus;
 - (2) positioning cues including forward lean and face to face orientation;
 - (3) invitational cues including alternate eye contact with the camera lens and flirtatious glances, demure gestures, slow stroking gestures on the thigh, wrist or palm and head cocking.
- b) Moderate level of seductive behavior -
Actor will be instructed to display:
 - (1) readiness cues as in high level;
 - (2) positioning cues as in high level;
 - (3) invitational cues will include only the approximate amount of eye contact with the camera lens as in the high level but not the other invitational cues in the high level.
- c) Low level of seductive behavior -
Actor will be instructed to display:
 - (1) no readiness cues;
 - (2) positioning cues as in high level;
 - (3) invitational cues as in moderate level (the intent of this tape is to display reserve rather than hostility.)

In order to enhance interaction with and attention to the tapes as well as identification with the counselor role, subject responses will appear on the video monitor screen subsequent to each analog client statement.

2. Tape Rating Procedure

The video tapes will be rated in order to assure that they represent significantly different levels of seductive behavior. Six raters (3 male and 3 female) from the Counseling Psychology Ph.D. program will be pre-trained by providing them with a written description of the constellation of seductive behavior outlined in Scheflen (1965). The rater will then view all six tapes in random order. After the first viewing the tapes will be presented again in random order with a short pause following each tape. During the pause following each tape the rater will assess the level of seductive behavior on an eleven point Likert type scale with semantic end points ranging from "not at all seductive" through "very much seductive". An analysis of variance for interrater reliability will then be performed on the results.

C. Measures

The dependent measures used to assess the effect of the three levels of seductive behavior on the subjects will be the Empathic Understanding Sub-Scale of the Barrett-Lennard Relationship Inventory (BLRI) (Barrett-Lennard, 1962), the State-Trait Anxiety Inventory (STAI) (Spielberger, Gorsuch and Lushene, 1970) and a Likert type scale designed for this study to assess the subject's opinion of the analog client's over all level of emotional adjustment.

The Empathic Understanding Sub-Scale of the BLRI will be used to assess the subject's perception of his/her own sense of rapport with the

analog stimulus client. The BLRI consists of 64 items which include four sub-scales: Level of Regard, Empathic Understanding, Unconditionality of Regard and Congruence. Scores can range from +48 to -48 on the Empathic Understanding Sub-Scale with high positive scores indicating high trainee understanding and low negative scores indicating low trainee understanding. To eliminate dealing with negative numbers, a constant of +50 will be added to all the obtained scores.

Test-retest methods (Barrett-Lennard, 1969) have established reliability coefficients of the BLRI ranging from +.79 to +.89 on the sub-scales and +.85 on the overall total scale score. A number of studies designed to test the association of the BLRI with other variables and measures that extend logically and theoretically from the BLRI have established the construct validity of this instrument (Clark and Culbert, 1965; Gross and DeRidder, 1966; Cahoon, 1962).

Reliability and validity estimates of the STAI have been reported by Spielberger, Gorsuch and Lushene (1970). Correlation coefficients ranging from +.83 to +.92 have supported the internal consistency of both the STAI-State and the STAI-Trait scales. Concurrent validity estimates established by correlating the STAI-Trait scale with the IPAT Anxiety Scale (Cattell and Scheier, 1963) and the Taylor (1953) Manifest Anxiety Scale were found to range from +.77 to +.83 for psychiatric patients. Construct validity of the STAI-State scale was supported by progressively increasing group means under four conditions ranging from nonstressful to highly stressful.

In order to assess the trainee appraisal of the stimulus client's overall level of emotional adjustment, an eleven point Likert Type scale with anchored mid-point will be administered. Instructions derived from

Broverman, et al. (1970) stating "think of a normal adult, and then indicate on the scale the level to which the client you just saw on the video tape appears to be mature, adjusted and socially competent" will serve to orient the subjects to the assessment task.

An additional dependent measure, designed for this study to assess the trainees' awareness of the seductive component of the stimulus client's behavior, will be administered during debriefing. Titled "Client Attribute Survey," this instrument will ask subjects to give their impressions of the analog client by responding to an open ended question.

D. Procedure

At the initial contact for scheduling purposes subjects will be given information regarding the proposed study suggesting that each subject will individually view a brief video tape of a simulated client and complete questionnaires regarding their experience as a counselor with the simulated client.

Upon arrival each subject will be given an identical packet of materials containing a consent form, demographic data sheet and written instructions. After completing the demographic data and consent form, an experimenter will read aloud the instructions asking that the subject identify with the counselor role, respond to the simulated client by reading aloud the counselor responses appearing on the tape and be prepared to complete a questionnaire regarding the interaction when the tape is finished.

The subject will then be seated alone in a room containing a video monitor and a straight backed chair. An experimenter will begin the video tape and the subject will view it to completion.

At the completion of the video tape the subject will be

administered the anxiety, rapport and adjustment instruments in a randomized sequence.

The subject will then be debriefed and dismissed. The debriefing will consist of having the subject complete a client attribute survey and an explanation that describes the study's purpose as an attempt to assess how different counselor's attitudes are affected by being exposed to different kinds of client behavior. The client attribute survey will ask subjects to give their impressions of the analog client by responding to an open ended question in order to assess the subject's awareness of the seductive component of the stimulus client's behavior.

E. Human Experimentation Considerations

Although this study proposes to investigate the sensitive area of an element of sexual behavior it is believed that the study's design will preclude any undue stress to subjects. However, any subject who does express discomfort will be allowed to discontinue participation.

Information gained regarding individual subjects will be held in strict confidence. Code numbers will be assigned to each subject and only this number will be used to identify subjects on psychological tests and demographic information. The code will be kept in a secure location under the control of the experimenter.

Before entering the study each subject will be required to read and sign a consent form. Questions regarding the procedures of the study will be fully explained to the subjects. In order to avoid contamination, explanations of the purposes of the study will be withheld until its completion. Psychological test data will not be made available to the subjects.

IV. STATISTICAL ANALYSIS OF DATA

A. Main Effects

Data collected on the stress, rapport and adjustment instruments will be analyzed through a 3 X 2 X 2 analysis of variance design. A separate analysis will be made on the scores of each of the dependent measures.

B. Interaction Effects

Scheffé's individual comparison test will be used to explore all possible cell mean comparisons for each of the dependent measures that are significant. Because of the extremely conservative nature of the Scheffé' test and because of the exploratory nature of this element of the study, an alpha level of .15 will be considered significant.

C. Client Attribute Survey

A content analysis of the Client Attribute Survey will be performed to determine subject awareness of the seductive component of the analog client's behavior.

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APPENDIX B
CONSENT FORM

CONSENT FORM

I, _____, voluntarily consent to participate in this study regarding counselor attitudes toward different types of clients, the procedures of which have been explained to me in full.

By signing this consent form I have not waived any of my legal rights or released investigators from liability for negligence. I may revoke my consent and withdraw from the study at any time.

Psychological tests administered to me will be treated as confidential and will receive a code number so they will remain anonymous when filed. In no case will any use of these tests be made other than their application to experimental analysis.

(Participant Signature) (Date)

APPENDIX C
DEMOGRAPHIC DATA SURVEY

DEMOGRAPHIC DATA SURVEY

1. Name: _____ Date: _____
2. Address: _____
3. Phone: _____
4. Date of Birth: _____
5. Age: _____
6. Marital Status: _____
7. College or University: _____
8. Degree Program: _____
9. Classification: _____
10. Undergraduate degree (if applicable): _____
11. Undergraduate College or University: _____
12. Approximate number of college hours in counseling
related courses:
undergraduate hours _____
graduate hours _____
13. Supervised practicum location (if applicable): _____

APPENDIX D
SUBJECT INSTRUCTIONS

INSTRUCTIONS

The following is a portion of a simulated initial interview with a client who might be encountered in a community counseling setting. Try to identify with the role of the counselor and respond to the client depicted on the tape by reading aloud the printed responses that appear on the video screen after each client statement.

At the conclusion of the video tape you will be asked to complete a questionnaire based on your experience of this counseling session.

APPENDIX E

BARRETT-LENNARD RELATIONSHIP INVENTORY

EMPATHIC UNDERSTANDING SUB-SCALE

BARRETT-LENNARD RELATIONSHIP INVENTORY

EMPATHIC UNDERSTANDING SUB-SCALE

Form MO-M*

Below are listed a variety of ways that one person may feel or behave in relation to another person.

Please consider each statement with reference to the way you feel about the person you just saw on the video tape.

Mark each statement in the left margin, according to how strongly you feel that it is true, or not true, in regard to the person you saw on the video tape. Please mark every one. Write in +3, +2, +1, or -1, -2, -3, to stand for the following answers:

- | | |
|---|--|
| +3: Yes, I strongly feel that it is true. | -1: No, I feel that it is probably untrue, or more untrue than true. |
| +2: Yes, I feel it is true. | -2: No, I feel it is not true. |
| +1: Yes, I feel that it is probably true, or more true than untrue. | -3: No, I strongly feel that it is not true. |

-
- _____ 1. I want to understand how he sees things.
 - _____ 2. I understand his words but do not know how he actually feels.
 - _____ 3. I nearly always know exactly what he means.
 - _____ 4. I look at what he does from my own point of view.
 - _____ 5. I usually sense or realize how he is feeling.
 - _____ 6. What he says or does sometimes arouses feelings in me that prevent me from understanding him.

* Form MO-F is identical to this one except for the gender of pronouns referring to the other person in the relationship.

- _____ 7. Sometimes I think that he feels a certain way, because that's the way I feel myself.
- _____ 8. I can tell what he means, even when he has difficulty in saying it.
- _____ 9. I usually understand the whole of what he is saying.
- _____ 10. I ignore some of his feelings.
- _____ 11. I appreciate just how his experiences feel to him.
- _____ 12. At times I think that he feels strongly about something and then it turns out that he doesn't.
- _____ 13. At the time I don't realize how touchy or sensitive he is about some of the things we discuss.
- _____ 14. I understand him.
- _____ 15. I often respond to him rather automatically, without taking in what he is experiencing.
- _____ 16. When he is hurt or upset I can recognize just how he feels, without getting upset myself.

APPENDIX F

STATE-TRAIT ANXIETY INVENTORY

SELF-EVALUATION QUESTIONNAIRE

Developed by C. D. Spielberger, R. L. Gorsuch and R. Lushene

STAI FORM X-1

Name _____ Date _____

DIRECTIONS: A number of statements which people have used to describe themselves are given below. Read each statement and then circle the appropriate number to the right of the statement to indicate how you felt when you watched the video tape. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe your feelings when you watched the tape best.

	Not at all	Somewhat	Moderately so	Very much so
1. I feel calm	1	2	3	4
2. I feel secure	1	2	3	4
3. I am tense	1	2	3	4
4. I am regretful	1	2	3	4
5. I feel at ease	1	2	3	4
6. I feel upset	1	2	3	4
7. I am presently worrying over possible misfortunes . .	1	2	3	4
8. I feel rested	1	2	3	4
9. I feel anxious	1	2	3	4
10. I feel comfortable	1	2	3	4
11. I feel self-confident	1	2	3	4
12. I feel nervous	1	2	3	4
13. I am jittery	1	2	3	4

- | | | | | | |
|-----|---|---|---|---|---|
| 14. | I feel "high strung" | 1 | 2 | 3 | 4 |
| 15. | I am relaxed | 1 | 2 | 3 | 4 |
| 16. | I feel content | 1 | 2 | 3 | 4 |
| 17. | I am worried | 1 | 2 | 3 | 4 |
| 18. | I feel over-excited and rattled | 1 | 2 | 3 | 4 |
| 19. | I feel joyful | 1 | 2 | 3 | 4 |
| 20. | I feel pleasant | 1 | 2 | 3 | 4 |

SELF-EVALUATION QUESTIONNAIRE

STAI FORM X-2

Name _____ Date _____

DIRECTIONS: A number of statements which people have used to describe themselves are given below. Read each statement and then circle the appropriate number to the right of the statement to indicate how you generally feel. There are no right or wrong answers. Do not spend too much time on any one statement, but give the answer which seems to describe how you generally feel.

	Not at all	Somewhat	Moderately so	Very much so
21. I feel pleasant	1	2	3	4
22. I tire quickly	1	2	3	4
23. I feel like crying	1	2	3	4
24. I wish I could be as happy as others seem to be . . .	1	2	3	4
25. I am losing out on things because I can't make up my mind soon enough	1	2	3	4
26. I feel rested	1	2	3	4
27. I am "calm, cool, and collected"	1	2	3	4
28. I feel that difficulties are piling up so that I cannot overcome them	1	2	3	4
29. I worry too much over something that really doesn't matter	1	2	3	4
30. I am happy	1	2	3	4

31. I am inclined to take things hard 1 2 3 4
32. I lack self-confidence 1 2 3 4
33. I feel secure 1 2 3 4
34. I try to avoid facing a crisis or difficulty 1 2 3 4
35. I feel blue 1 2 3 4
36. I am content 1 2 3 4
37. Some unimportant thought runs through my mind and
bothers me 1 2 3 4
38. I take disappointments so keenly that I can't put
them out of my mind 1 2 3 4
39. I am a steady person 1 2 3 4
40. I become tense and upset when I think about my
present concerns 1 2 3 4

APPENDIX G
ADJUSTMENT INVENTORY

ADJUSTMENT INVENTORY

Think of a normal, adult and then indicate on the scale below the level to which the client you just saw on the video tape appears to be adjusted, that is mature and socially competent.

Not at all
well : _ : _ : _ : _ : _ : _ : _ : _ : _ : well
adjusted average adjusted

adjustment

APPENDIX H
CLIENT ATTRIBUTE SURVEY

CLIENT ATTRIBUTE SURVEY

Please list the words you would use to describe the person
you just saw on the video tape:

APPENDIX I
INSTITUTIONAL REVIEW BOARD
EXECUTIVE SUMMARY

INSTITUTIONAL REVIEW BOARD

University of Oklahoma

Project Title: Client Seductive Behavior and its Effects on Mental
Health Professional Trainees' Perception of Stress,
Rapport and Personal Adjustment

Investigator: M. Ray Hand, Jr. (Counseling Psychology Program)
College of Education

Sponsor: Professor Albert D. Smouse, College of Education

Proposed Starting Date: January 1, 1980

EXECUTIVE SUMMARY

A. Purpose and Objective: Recent research indicates the overall importance of nonverbal behavior in the communication process. Seductive behaviors are of particular concern to the counseling process because of their regular appearance, and their ethical and legal implications. Evidence also suggests a number of helping relationships end in coital or near coital contact. However, few have investigated the specific effects of seductive behavior on counselors early in the process.

Within this context, the present study has two specific research questions (objectives) that provide the focus of this investigation:

1. How do varying levels of seductive behavior affect the counselor's perception of rapport, of his/her own stress and of client adjustment?
2. Is there an interactive relationship between gender of client and/or gender of counselor?

Therefore, the focus of this investigation concerns itself with the role of client seductive behavior in the development of counselor attitudes and the possibility for interactive relationship between levels of seductive behavior and the gender of the participants in a counseling relationship.

B. Procedures for Data Collection: An experimental design will be used to test the effects of three levels of seductive behavior of a simu-

lated client on the perceptions of the counselor. Six 5 minute video tapes of an analog stimulus client will be produced. The actor will be instructed to display varying amounts of seductive behaviors. The verbal scripts will remain constant and will contain typical client concerns that might be encountered in a community counseling setting. The seductive behaviors include positioning cues, eye contact and the like. These behaviors are not considered extreme and should not unduly distress the subjects. However, any subject who does express discomfort will be allowed to discontinue participation.

Seventy-two mental health professional trainee subjects volunteering from programs that provide training in helping relationship skills will be randomly assigned to one of 12 experimental groups. The subject will be asked to identify with the counselor role, view one of the video tapes of an analog stimulus client, then complete three scales that pertain to his perception of the analog client (Barrett-Lennard Relationship Inventory, State-Trait Anxiety Inventory, Likert-Type Scale of Adjustment).

C. Confidentiality: The confidentiality of subject data will be assured by the following procedures:

1. Code numbers will be assigned to each subject and only this number will be used to identify subjects on psychological tests and demographic information.
2. The code will be kept in a secure location under the control of the experimenter.

APPENDIX J
STIMULUS VIDEO TAPE SCRIPT

STIMULUS VIDEO TAPE SCRIPT

DIRECTION	SPEAKER	AUDIO
Wide angle	Cl 1:	I know the person on the outside real well but I don't understand myself inside. I guess that's what makes it hard to, ah, more difficult to talk about cause I don't know that person. I should. I mean it's me. I know the person in- side has . . . a lot of misgivings, misunder- standing of things. . .
	(Co 1:	Misgivings?)
Zoom to medium close-up	Cl 2:	I mean that, ah. . ., seems like the little person inside got locked up. When or where, I'm not sure. Maybe when I was little and I didn't get things I wanted. Maybe when I left home I felt mistreated, somewhere along the way, it just all built up to this. The person inside still holds a lot of hate. Instead of getting rid of it like it should have been, it just, I guess it's all spilling out now. I don't know. It's hard to understand.
	(Co 2:	Could you talk about your feelings of hurt and hate?)

DIRECTION	SPEAKER	AUDIO
Zoom to wide angle	Cl 3:	Oh boy! Now that, we could write a book on. We really could. I'm the oldest of four children. My mother was pretty much . . . she wasn't in the best of health. Sometimes I feel that I was made to grow up a little too soon. Did a lot of things I thought she was capable of doing if she would just remove herself from a chair once in awhile. . . We didn't get along very well.
	(Co 3:	You and your mother didn't get along.)
	Cl 4:	Yeah. . . In fact, she and I stay away from each other quite a bit. She gave me free rein. Do what you want as long as you get this much done. If you don't do that, well, then you don't do anything else. . .
	(Co 4:	You didn't know what to expect.)
Zoom to medium close-up	Cl 5:	My dad didn't help either. They got into it over and over about me. I learned like any kid, you know, get the one who'll do the most for you real fast. If she'll let you do it, butter her up, and if he'll let you, butter him up. But it was miserable; it was uncomfortable. There was a lot of fighting and ah, I just wanted out of there, so I got out . . .

DIRECTION	SPEAKER	AUDIO
	(Co 5:	You felt you couldn't tolerate the situation.)
	Cl 6:	Um hum. . . But what I thought was bad was, I guess now when I look back at it, was pretty much heaven because I walked into something that was a whole lot worse. . .
	(Co 6:	Worse?)
Zoom to wide angle	Cl 7:	I took off and just galloped around the country like I didn't belong any where. I didn't have anything or anyone. I met a few people but no one I could feel close to. I worked in a lot of different places but there were always hassles with my boss. So I'd pack up and move on.
	(Co 7:	That must have been a lonely time.)
	Cl 8:	Lonely isn't the word for it. . . It was really a miserable time. Oh I spent time with people but I felt cut off from them. . .
	(Co 8:	Can you tell me about that "cut off" feeling?)
	Cl 9:	Sometimes I just sat back and waited, you know, for something or someone to help. . . but nothing ever happened. . . then other times I thought I'd just explode. Thought things can't go on like this forever.
	(Co 9:	You were sort of waiting for. . .)
	Cl 10:	The keg of dynamite to blow up. But it never

DIRECTION	SPEAKER	AUDIO
		has. That feeling just comes and goes. That's why I came here. It's hard to understand why things happen the way they do, and then try to understand yourself too. I'm pretty bad on that part.
	(Co 10:	It's difficult to get to know oneself.)
Zoom to close-up	Cl 11:	I don't expect to live the rest of my life without feeling lonely, I know that's not possible, really. There are going to be bad times and good times, I feel that inside. But when I get to that lonely place inside I feel so tense I don't know what to do.
	(Co 11:	I can understand your feeling.)
	Cl 12:	If I could only have someone I felt close to, I'd be able to get some of this feeling off my chest. But there isn't anyone, not my parents, or even a close friend that could understand how I feel. It just builds and builds and builds until I feel I can't go on any more.
	(Co 12:	You feel very much alone.)
Zoom to wide angle	Cl 13:	If I hadn't left home. . . maybe my parents would help, but it's been so long I'm afraid to face them. I probably wouldn't be able to handle if if they sent me away.

DIRECTION	SPEAKER	AUDIO
	(Co 13:	You feel as if it's too late.)
	C1 14:	That's it. . It's like too much time has passed but I'm not sure. Maybe they wouldn't throw me out. . . I just don't know.

APPENDIX K

STIMULUS VIDEO TAPE

RATER INSTRUCTIONS AND INSTRUMENT

RATER INSTRUCTIONS

You are to view the following video tapes and rate, on the scales provided below, the level of seductive behavior you see in each. You are to use as criteria for that rating a constellation of seductive behaviors provided by Scheflen (1965). Scheflen describes three categories of seductive behaviors:

1. readiness cues such as preening behaviors and high muscle tonus;
2. positioning cues including forward lean and face to face orientation;
3. invitational cues including alternate eye contact and flirtatious glances, demure gestures, slow stroking gestures on the thigh, wrist or palm and head cocking.

You will see the entire set of six tapes through two times. Use the first viewing in order to make comparisons among the tapes. During the second viewing there will be a pause after each tape. At that time mark your rating for each tape on the scales.

Not Very
Seductive

Very
Seductive

⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮

• • • • •

[illegible]
$$\frac{d}{dt} \left(\frac{\partial L}{\partial \dot{x}} \right) = \frac{\partial L}{\partial x}$$

• • • • •

APPENDIX L
SUMMARY STATISTICS

Table 3
Analysis of Variance of BLRI Empathic
Understanding Scores

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Seductive Level (S)	45.40	2	22.70	0.18
Client Gender (CG)	0.68	1	0.68	0.01
Subject Gender (SG)	100.35	1	100.35	0.78
S x CG	73.44	2	36.72	0.28
S x SG	31.44	2	15.72	0.12
CG x SG	5.01	1	5.01	0.04
S x CG x SG	253.44	2	126.72	0.98
Error	7739.17	60	128.99	

Table 4
 Cell Means and Standard Deviations of BLRI Empathic
 Understanding Scores Presented by Seductive
 Level and Gender of Analog
 Client and Subject

Seductive Level	Client Gender	Male Subjects	Female Subjects
Low	Male	65.17 (7.94)	57.50 (12.89)
	Female	62.17 (9.13)	64.33 (10.58)
Moderate	Male	62.50 (8.69)	57.83 (10.11)
	Female	62.00 (7.64)	59.17 (8.99)
High	Male	60.67 (13.29)	64.33 (18.59)
	Female	62.00 (9.19)	57.17 (14.13)

Table 5
 Analysis of Variance of
 STAI-STATE Scores

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Seductive Level (S)	27.03	2	13.52	0.25
Client Gender (CG)	2.00	1	2.00	0.04
Subject Gender (SG)	1.39	1	1.39	0.03
S x CG	100.75	2	50.38	0.93
S x SG	91.69	2	45.85	0.85
CG x SG	24.50	1	24.50	0.45
S x CG x SG	46.08	2	23.04	0.43
Error	3237.67	60	53.96	

Table 6
 Cell Means and Standard Deviations of STAI-STATE Scores
 Presented by Seductive Level and Gender of
 Analog Client and Subject

Seductive Level	Client Gender	Male Subjects	Female Subjects
Low	Male	33.67 (8.69)	33.33 (7.61)
	Female	34.17 (5.67)	36.33 (6.53)
Moderate	Male	34.83 (2.64)	38.33 (9.44)
	Female	32.67 (5.72)	34.50 (6.47)
High	Male	37.67 (8.89)	31.83 (2.64)
	Female	36.83 (12.77)	37.17 (4.44)

Table 7
 Analysis of Variance for Simple Main Effects
 of Analog Client Gender and Seductive
 Level on Adjustment Scores

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
A (Gender)				
A at b_1 (LSB)	10.00	1	10.00	3.98
A at b_2 (MSB)	12.00	1	12.00	4.78*
A at b_3 (HSB)	4.00	1	4.00	1.59
B (Level)				
B at a_1 (male)	7.00	2	3.50	1.39
B at a_2 (female)	35.00	2	17.50	6.77**
Error	150.67	60	2.51	

* $p < .05$

** $p < .01$

Table 8
 Tukey's HSD Test of Differences Between Mean
 Adjustment Scores of Seductive Levels for
 the Female Analog Client

Levels	LSB	MSB	HSB
LSB (M = 3.50)	--	3.90*	1.74
MSB (M = 5.92)	--	--	2.16
HSB (M = 4.58)	--	--	--

* $p < .05$

Table 9
Analysis of Variance of Seductive Level
Stimulus Tape Ratings

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Between subjects	3.00	5	--	
A (rater gender)	0.11	1	0.11	0.15
Subj w/groups	2.89	4	0.72	
Within subj	483.00	30	--	
B (treat gender)	1.00	1	1.00	1.39
AB	0.45	1	0.45	0.63
B x subj w/groups	2.88	4	0.72	
C (seductivity)	431.16	2	215.58	75.64*
AC	5.06	2	2.53	0.89
C x subj w/groups	22.78	8	2.85	
BC	8.17	2	4.09	3.72
ABC	2.72	2	1.36	1.24
BC x subj w/groups	8.78	8	1.10	

* $p < .001$

Table 10
 Tukey's HSD Test of Differences Between Mean
 Seductive Level Stimulus Tape Ratings

Levels	LSB	MSB	HSB
LSB (M = 1.75)	--	6.80*	17.18*
MSB (M = 5.08)	--	--	10.39*
HSB (M = 10.17)	--	--	--

* $p < .005$