

Mini-Course: BOUNDARIES

CE Hours: 1

Reading:

***•Pp. 145-150,
1-5, 203-206***

***•Addendum:
(if you are a
bodyworker or an
NCBTMB certificant)***

Learning Goals:

1. To explain how boundary issues call for ethical awareness and sensitivity.
2. To list the boundaries that professionals in positions of trust are responsible for keeping.
3. To have a felt sense of your boundary style and possible vulnerabilities around boundaries.

Self-Study Practices:

Complete Self-Study 1—Boundary Habits—on page 147.

Complete Self-Study 2—The 150% Equation with Boundaries—on page 147-148.

Addendum

IF YOU ARE USING THIS COURSE TO MEET THE NCBTMB STANDARD V ETHICS REQUIREMENT

Knowing, setting, and keeping appropriate professional boundaries, is the foundation for ethical behavior. The chart below describes the standard V boundaries. Since modeling and supporting healthy boundaries in clients is a professional responsibility, I have also described in a very simple way, behaviors of empowered clients. Understanding the boundary styles of yourself and of your clients will help you be clearer and more effective in your boundary work. Clients often test the boundaries as part of their process of feeling safe and trusting. If you and/or a client tends to be over-bounded, you will want to be a little softer. If you and/or a client is under-bounded, you will need to be extremely clear and consistent. Being clear, clean, and insistent about professional boundaries between you and your clients, between you and your colleagues and supervisors, and between you and your personal life is vital to the healing effectiveness of your work as a massage therapist or bodyworker.

| <i>Massage Therapist/Bodyworker Boundaries and Responsibilities</i> | <i>Behavior of Empowered Client</i> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <i>as much as possible, assist your clients in becoming more empowered in their role</i> | <i>is collaborative, curious, resourced, calm and centered, self-aware, open</i> |
| <i>recognize your personal limitations and practice only within these limitations</i> | <i>accepts limitations and if needed, a referral without feeling rejected</i> |
| <i>recognize and own your Influential (power differential) position with your clients and do not exploit the relationship for personal or other gain</i> | <i>honors and uses power differential for healing and support</i> |
| <i>recognize and limit the impact of transference and counter-transference between your client and you</i> | <i>understands that transferences are common and is willing to recognize and work with them</i> |
| <i>avoid dual or multidimensional relationships that could impair professional judgment or result in exploitation of your clients or employees and/or coworkers</i> | <i>recognizes and honors multiple role limitations and the harm they can cause</i> |
| <i>do not engage in any sexual activity with a client</i> | <i>does not seek sexual activity with caregiver</i> |
| <i>acknowledge and respect your client's freedom of choice in the therapeutic session</i> | <i>understands and owns own wisdom and choice</i> |
| <i>respect your client's right to refuse the therapeutic session or any part of the therapeutic session</i> | <i>understands and owns right to choose to say no</i> |
| <i>refrain from practicing under the influence of alcohol, drugs, or any illegal substances (with the exception of a prescribed dosage of prescription medication which does not impair the certificant)</i> | <i>does not come to session under the influence of alcohol, drugs, or illegal substances</i> |
| <i>have the right to refuse and/or terminate the service to a client who is abusive or under the influence of alcohol, drugs, or any illegal substance</i> | <i>accepts caregiver's refusal of service</i> |

Assessment Questions:

1. Name the 5 stages in the development of healthy boundaries.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

2. Of the kinds of dysfunctional boundary styles on page 146, which one do you have the most difficulty with? Describe the difficulty.

3. Choose 4 questions from pages 149-150 to answer briefly in terms of your personal limits.
 - 1.
 - 2.
 - 3.
 - 4.

Feedback

1. Please rate in terms of value: 1 (lowest) 5 (highest)
professional _____
personal _____
reading _____
self-study _____
questions _____

2. Please rate from 1 (lowest).....5 (highest)
What was the degree of ease, if needed, in communicating with me _____
What is the quality of reading materials (ie professional in appearance, accurate information, free of typos) _____
Was there adequate support for the content questions _____
Were the unit objectives supported by the home study materials _____
Were assignments carried out in a private and secure manner _____
Did the content lend itself to a home study format _____

3. How many hours/minutes did the following pieces take you?
reading _____
self-study _____
questions _____

4. Anything else you'd like to say?

5. Your Helping Profession _____

6. Organization Requiring CEUs _____

Continuing Education

© Cedar Barstow 2008, *Right Use of Power: The Heart of Ethics*

www.RightUseOfPower.com