Understanding Professional Boundaries

For workers and supervisors

Sandy Bryson Organisational Consultant



helping you to help others

The definition of professional boundaries

- A sense of professional identity and self definition that has consistency and cohesion over time.
- The framework within which the worker-client relationship occurs.
- The line between the self of client and self of worker
- Prescribes a system of limits and expectations



Why are professional boundaries important in our work?

- Provides safety for both the worker and the client
- Reduces client/worker anxiety as rules and roles are clear
- Increases well-being of the worker
- Provides a therapeutic environment underpinned by mutual respect.



Consequences of poor professional boundaries

- Leads to potentially unsafe practice
- Increases client/worker stress
- Undermines the therapeutic relationship

• Can compound clients difficulties dSC directory of social change How are professional boundaries established?

- Professional codes of conduct
- By law
- Clinical governance
- Code of ethics



Who Negotiates Boundaries?

- Duty of the worker to act in the best interest of the client
- The client may have a life experience where boundaries have been compromised and/or may not be aware of the need for boundaries, or able to defend themselves against boundary violations
- The worker is ultimately responsible for managing boundary issues



Potential contexts in which boundary violations can occur

- Touching
- Recieving money or gifts from clients
- Loss of respect within the client/worker relationship
- Having dual relationships with clients
- Client confidentiality
- Self disclosure



Factors that impact on professional boundaries

Organisational Factors:

- Roles
- Culture
- Organisational Structure
- Management and supervision
- Appropriate training



Factors that impact on professional boundaries

The Client Group:

- The capacity of the client (ability to communicate and to understand the worker/client relationship)
- Impact of transference and counter-transference, i.e. the feelings that arise in the context of the relationship, both for the client and the worker



Factors that impact on professional boundaries

Personal Factors:

- Dual relationship with the client
- Resilience/personal vulnerability
- Valency, i.e. the tendency to react in predictable ways to certain situations



Models for understanding boundary transgression: the 'Zone of Helpfulness'



Models for understanding boundary transgression: the Drama Triangle

Rescuer







The role of the manager and/or supervisor

Primary responsibility is to ensure that the worker or supervisee maintains appropriate professional boundaries in their work

- Understanding how boundaries become compromised
- Ability to provide emotional containment to the worker when work is emotionally demanding
- Willingness to challenge/address boundary issues



Questions to Ask in Examining Potential Boundary Issues:

- Is the worker reluctant to talk about this?
- Is this in the client's best interest? If not, whose needs are being served?
- How would this be viewed by an onlooker?
- Does the client mean something 'special' to the supervisee?
- Is the worker disinterested in or avoiding the client?
- Is the worker taking advantage of the client, or being taken advantage of?



Minimizing Risk of Exploitation and Boundary Crossing: A checklist for managers

- A clear understanding of what is ethical and professional behaviour
- Awareness of organisational factors that can compromise professional boundaries
- Maintain supervision or consultation relationships (isolation is often a major factor in boundary violations)
- Be alert to potential /actual conflicts of interest
- Understand and be willing to address the emotional impact on workers when working with clients in need.



References

 DOEL, M., ALLMARK, P. J., CONWAY, P., COWBURN, M., FLYNN, M., NELSON, P. and TOD, A. (2009). Professional boundaries: crossing a line or entering the shadows? *British journal of social work, 40 (6),* 1866-1889.

Lord Nelson, L. G., Summers, J. A. and Turnbull, A. P. (2004), 'Boundaries in 'Family-professional relationships: Implications for Special Education' *in Remedial and Special Education*, *25.3*, *153-165*.

