W-2 Case Management: Maintaining Professional Objectivity, Composure and Boundaries

Trainer Notes

Objectives:

- Recognize and value the diversity of W-2 participants.
- Demonstrate a professional attitude during difficult and challenging times.
- Explain how participant perceptions affect case management relationships.
- Identify communication styles and how they impact case management.
- Establish professional boundaries in working relationships.
- Apply resiliency skills to maintain professionalism.

Materials Needed

Sign-In Sheets
Several bags of marbles and containers
Laptop
LCD Projector and Speakers
Video DVD containing the three videos
- Congregating in the Corridor
- Chatting in the Cafeteria
- W-2 Soccer Moms

Video DVD containing the three Communication Style videos
- Passive-Aggressive
- Aggressive
- Assertive

CPS Unit
CPS Questions (ECM Curriculum Page)
Power Point (ECM Curriculum Page)
Flip chart and easel with markers
Extra blank paper for name tents, quizzes and notes for videos

Suggested Timeline

9:00 am – 9:30 am: Introductions/objectives, housekeeping, Diversity of Participants

9:30 am – 10:20 am: Perceptions

10:20 am – 10:35 am: Break

10:35 am – 11:20 am: Communication Styles

11:20 am – 12:00 pm: Active Listening

12:00 pm – 1:00 pm: Lunch

1:00 pm – 1:20 pm: Empathy versus Sympathy

1:20 pm – 2:10 pm: Professional Boundaries

2:10 pm – 2:30 pm: Characteristics of Boundary Violations

2:30 pm – 2:45 pm: Break

2:45 pm – 3:45 pm: Maintaining Composure

3:45 pm – 4:00 pm: Professional Action Plan and Evaluations

Goals and Objectives

PPT Slide 2

Review goals and objectives

Introduction

Say today we will explore the things that impact our professionalism.

Explain that Frank Tyger was a columnist, cartoonist, humorist and editor of *The Trenton Times*. His quotes are well known in *Forbes* and *Reader's Digest* (www.leadership-tools.com).
PPT Slides 3-9 Have a volunteer(s) read The Large Golden Hook Story. **Explain** the importance of that story:

- We all have personal lives that can affect our professional lives
- Our personal situations need to remain outside of the office

Review the bulleted list in PG on what it means to be a professional.
Ask as large group to list what they think their professional expectations are. **Record** on flip chart or white board and refer often to the list as the day goes on.
Debrief by reviewing **PPT Slides 10-11**.

Explain the how the following three factors can affect our performance and ability to remain professional.
1. Mood – a feeling state
Remember, mood affects performance. The professional has control over the effect of mood on performance.
Share an example of how your mood affected your job; for example, someone rear-ended your car on the way to work. The other driver doesn't have insurance. What would your mood be?
Ask a trainee to share an example of when his/her mood impacted his/her performance/job. **Ask** how did this affect your professionalism?

2. Attitude – a habit of thought
Attitude means a habitual way of thinking about clients. Attitude is not something that happens to you.
Explain that we choose our attitude that we bring into the workplace every day.
Ask trainees how they think their attitude affects their relationship with participants or co-workers.

3. Motivation – why you do what you do
We need to ask ourselves what motivates us to do the job we do. Examples may include: the actual job, your supervisor, co-workers, helping others, pay, promotion, bills, a home, family, etc.
Ask the following questions:
What drives your motivation as a professional? How does motivation affect your performance? We all work for different reasons. Could these reasons have different motivations for why we work? How does this affect our professionalism? Is it just a job, or is it your passion?

Emphasize that professionalism is intentional. Refer back to the Frank Tyger quote.

Diversity of Participants

The Marble Activity

The purpose of this activity is to demonstrate that each person has some characteristic that makes him/her unique.

Divide the class into 4-5 equal groups. Pass out one (1) marble to each person. Ask each person to share with his/her table/group one unique characteristic about his/her marble.

Debrief with the class by asking each person to indentify one characteristic that makes his/her marble unique and one characteristic that makes his/her marble similar to the other marbles. **Examples:** colors, design, weight, size, reflective, etc.

Remind the class how individuals are unique even though they may share characteristics of other people in a particular population.

Show PPT Slide 12, the Charlie Brown comic strip, and state that it is true that at the end of the day, we are all “round.”

Introduce this section on diversity. Ask trainees to think about diversity that goes beyond race and ethnicity, to include other types of diversity that may challenge our professional behavior. **Explain** that although our perceptions about race and ethnicity certainly are very important, we also would like you to think about other types of diversity.

Remind class that our diverse participant base shares the fact that they are all human beings facing change. Human reactions to change are common. No matter who we are, we tend to react to change with some combination of fear, anxiety, excitement, anger, hostility and denial.

Ask the class to identify types of participants or participant issues that stir up strong emotional reactions and threaten professional objectivity. Have the participants write their thoughts in the space provided in the PG.

Examples:

Challenging and resistant
Demanding, entitled, controlling
Hostile, angry, violent
Threatening, manipulative
Dependent
H.R.C – Help Resisting Complainers
Personality disorders

Ask for examples, and have the class attempt to identify how this could threaten professionalism. They may not know why, but they can start processing it as they move through the day. The worker then may examine how he/she may have reacted differently.

Ask a trainee to read the quote in the box.

Perceptions

Transition to perceptions by stating how we each shared something unique about our marble, and identified participants or participant behavior that stir up strong feelings for us. **State** that we will be exploring more in depth how these kinds of reactions can affect our perceptions of our participants.

Activity
Divide room into the same small groups that they were in for the marble activity. Ask that they read the two scenarios in the PG (*Who Done It? and Mystery Shopping)* and then find the answers to the scenarios.

Who Done It?
Here's a chance for you to play Sherlock Holmes. You walk into a room and you find John and Mary lying dead on the floor. There's broken glass and water all around them. Your job is to figure out how they died.

Answer: How did John and Mary die? Did you figure they were murdered? Perhaps they were stabbed with broken glass. There are many possible explanations given the information with which you were provided and assuming that John and Mary are people. However, let us suppose they are not people. If you assume that they are fish, you might come to a different judgment. Maybe the cat came in and knocked the fish bowl off the table.

Mystery Shopping
A woman goes into a store to buy something for her house. She asks about the price. The clerk replies, "The price of one is thirty-nine cents. The price of twenty-five is seventy-eight cents, and the price of one hundred and forty-four is a dollar and seventeen cents." What does the woman want to buy?

Answer: Many people assume that 1, 25, and 144 are the quantity of objects the woman wishes to purchase. If, instead, you assume that they are the objects, you will then figure out the woman is buying house numbers. That's why 144 cost only three times as much as 1.

Debrief
Explain that we all can look at the same situation differently depending on our perceptions. What we perceive to be the answer may not be what others perceive to be the answer.

Perceptions of Power

Ask class why they believe that participants perceive we have all the power.
Possible Responses:

- You represent authority
- You have information
- You use specialized language
- You control money
- Appointments take place in your space
- You determine when appointments begin and end
- You ask the questions

Activity
Pass out one half sheet of blank paper to each individual. Have the class write down real life examples of how their original perception of a participant was proven wrong. **Have people share**. At the end, pick up the trash can and have them throw away those incorrect perceptions.

Debrief
Explain that the purpose of this exercise is to show that we should be able to easily trash our perceptions because they often are wrong, and those perceptions may affect how we work with our participants.

Ask if we know that participants perceive that we have all the power, how can we work with them to empower them and show them that they have power and control over the choices and decisions in W-2?

Explain that we need to shift the power of both ends so that it is equal and so that we can build a partnership with our participants. Things to focus on as we help to change participants' perceptions of W-2 FEPs, agencies, etc., include acknowledge that we understand their feelings. Talk about program requirements as a minimum expectation. For example, instead of stating they need to apply to 8 jobs every week, ask for their maximum effort. State that they are pretty good at applying for jobs; how much time do they want to commit to applying for jobs? Focus on what the participants have control over and decisions they can make, reinforce services that are available to them and focus on the benefits/motivators that will help them make change manageable and possible (Ford, Beverly, Phd., *Making Case Management Work,* pg. 207-208).

Video
Show the video entitled *Congregating in the Corridor*.
Explain that this video displays a number of inappropriate behaviors and some appropriate behaviors.
Ask participants to identify those behaviors.

Debrief (the video and the behaviors demonstrated are in the TN Appendix pg. 40).
Ask the class what behaviors they saw. **Record** the behaviors, good and bad, on a flip chart with the title of the video. The class participants may not recognize all the bad behavior. As appropriate, point out issues they may have missed.

Perception Checking

Paraphrase the material on this page. Give personal examples of how you may have made mistakes/misspeaks that caused a participant or any other individual to have the wrong perception of you.

Give and Get Definitions
- The interpretation of words or phrases varies.
- The words you use almost inevitably have multiple meanings.
- The abundance of meanings for even simple words makes it hazardous to assume you understand the intent of a message without verifying and clarifying that message.

Don't Assume
- It is dangerous to assume that the other person thinks/feels the same as you do.
- Other person's frame of reference is very different from your own.
- S/he reacts and perceives according to what s/he knows and believes to be true, which may be different from your reactions, perceptions, and beliefs.
- Don't assume that you and the participant are talking about the same thing.
- The classic phrase of people who make assumptions is, "I know what you mean." Avoid this, and paraphrase or restate instead. For example, you could say, "I have been in a similar situation." This indicates you don't assume you know exactly how the participant feels.

Speak the Same Language
- Avoid words that can be misinterpreted easily
- Simplify your language when necessary.
- Assess what type and level of communication is necessary for each individual participant, and adjust your communications accordingly.

Stay Tuned In
- Look for nonverbal signals.
- Be sensitive to feelings and expressions.
- Pay attention to body language and eye contact.

At the end of this section, show PPT Slides 13-15, The Biscuit Factory story
Share the Lessons Learned. **Click PPT 16** to reveal each lesson.
- Don't impose your own needs and ambitions onto other people who may not share them.
- Don't assume that things that motivate you will motivate someone else.
- Recognize that sources of happiness may vary widely between people.

Explain that success differs among individuals. We cannot make assumptions or define what success is for our participants because each one of our perceptions is different. **State** that if we were to go around the room and define what success means, it would probably be different for everyone; success could be money, education, getting married, love, family, a home, etc. **Remind** that every participant should be treated as an individual.

Communication Styles

Review the first paragraph, explain, and **define** the four types of communication. The way we communicate with our participants is key to creating a safe environment for our participants to feel comfortable to share their life experiences.

Passive Communication

Review the bullet points and emphasize the last sentence.

PPT Slide 17
Explain that passive communication may be critical/appropriate during times when:

- an issue is minor;
- the problems caused by the conflict are greater than the conflict itself;
- emotions are running high and it makes sense to take a break in order to calm down and regain perspective;
- your power is much lower than the other party's;
- the other's position is impossible to change for all practical purposes (e.g., government policies, etc.).

Aggressive Communication

Define aggressive communication.
Review the bullet points and **emphasize** the last sentence.

PPT Slide 18
Review that aggressive style is essential/appropriate at certain times such as:

- When a decision has to be made quickly;
- During emergencies, for example, house is on fire;
- When you know you're right and that fact is crucial;
- Stimulating creativity by designing competitions to increase productivity.

Video: Aggressive
Show the video depicting aggressive communication. **Ask** the class what they observed.
Possible Responses:

- voices raised; accusations made;
- no responsibility by either worker;
- threats made.

Debrief
The use of this type of communication style by a worker clearly would cause many problems. We also need to be aware of the type of problems that could be created when we use aggressive communication with our co-workers.

Passive-Aggressive Communication

Define passive-aggressive communication.
Review the bullet points and **emphasize** the last sentence.

PPT Slide 19
State that one of the best ways to deal with passive aggressive behavior is to employ the assertive communication style. **State** that there is a variety of reasons why people exhibit this type of behavior. It may be manipulation such as children exhibit by having temper tantrums so they can get their way.

Emphasize that almost everyone can say he/she displays some symptoms of passive-aggressive behavior. Only when a person fails to recognize that the behavior is constant can it be deemed a real problem**.**

Video: Passive-Aggressive
Show the video depicting passive-aggressive communication. **Ask** the class what they observed.
Possible Response:

- Woman was upset and felt used and angry.

Debrief
This could spill over to future relationships with the co-worker or even at home. It also could affect the care of her patient, just as those feelings of anger and frustration could cause us to deal differently with a participant. For example, if we just let bad behavior continue, we may not be offering any help to the participant. If we use assertive communication, we can discuss the issue without causing further anger or frustration with participants.

Assertive Communication

Review this section and the bullet points.

PPT Slide 20

Explain that this is the communication style that we are trying to strive for in our workplace and in professionalism. Whether we're communicating with our participants or with co-workers, assertive communication is the most effective way to communicate. Communication is a key factor in building healthy relationships. We must practice and use assertiveness every day.

Emphasize the last sentence.

Video: Assertive
Show the video depicting assertive communication. **Ask** the class what they observed.
Possible Responses:

- Maintaining a professional demeanor;
- Not reacting personally;
- Understanding by both parties;
- A mutually agreed upon resolution;

Debrief
State that by watching these videos, we clearly can see the assertive style is the one to strive for. This communication style fostered acknowledgement and understanding of the issues involved and commitment to be more aware of the issues of a co-worker.

Keep in mind that very few people are all one or another style. Remaining aware of your own communication style and fine-tuning it as time goes by gives you the best chance of connecting with the participant.

Assertiveness Quiz

Transition by stating that we will take a quiz to find out our level of assertiveness.

Activity
Explain that this is not a definitive test. Results could vary by the situation/circumstance. This quiz will provide us with self-awareness. Be cautious of how others perceive our communication styles. If we are aware of this, we can change this. Read the quiz questions out loud. **Instruct** the class to write their responses and then tally their responses at the end. The quiz is on pages 12-13.

Score your answers as follows:
0 = I never do this   1 = I rarely do this   2 = I sometimes do this   3 = I usually do this

1. When I am overloaded with work, I can request help or longer time frame in which to do it.

2. I am not afraid or hesitant to ask directly for help when I need it from friends and family.

3. If someone pushes ahead in line, I will speak out for myself and keep my place.

4. I believe that others should share the workload, and am able to request that they do their share.

5. Public speaking is not a problem for me.

6. When someone is pressuring me to buy, I can/have refuse(d).

7. I do not let someone intimidate me – I stand by my opinion.

8. I am able and willing to negotiate raises and other changes with my supervisor/ boss.

9. When I want more information, I do not hesitate to ask for it. I am not afraid of appearing ignorant or stupid.

10. When I consider someone is being unfair, I can say so.

11. I take a stance and insist on service that is of the quality I expect and deserve.

12. I tell people when they offend, upset or create problems for me, in a tactful but direct way.

13. If I lend something to someone, I have no hesitation in asking for its return.

14. When a purchase turns out to be unsatisfactory, I have no trouble in returning it.

15. When I meet someone I would like to befriend, I can easily take the first steps to create that relationship.

16. I do not feel guilty when I put my own needs and wants first.

17. Love and affection are easy for me to express and show.

18. When someone tells me I've made a mistake, I can accept it without getting angry or defensive.

19. I feel under no obligation to do things other people's way, unless there is a good reason for it.

20. If a superior is verbally abusive or rude, I am willing to stand my ground.

21. I know I am not perfect, and I am comfortable with that.

22. Decisions are not hard for me to make.

Show PPT Slide 21

55-66	Assertive
40-54	Moderately Assertive
25-39	Inconsistently Assertive
Under 25	Needs Practice

Debrief

State that we all exhibit the communication styles at different times. However, we should evaluate our assertiveness and whether we need to make some changes in our communication styles.

Active Listening

PPT Slide 22
Transition by stating that a big part of our communication is listening; not just listening, but actively listening. There is a difference. Only a small percentage of communication involves actual words: 7%, to be exact. In fact, 55% of communication is visual (body language, eye contact) and 38% is vocal (pitch, speed, volume, tone of voice). Listening is a basic skill. Active listening is a technique that involves non-verbal and verbal communication and requires the listener to understand, interpret and evaluate what s/he hears. Active listening requires the listener to fully attend to the speaker.

Ask the class to tell how they can tell when someone is not listening to them. **Record** responses on the left side of a flip chart paper.

Next, **ask** the class to express how they felt at the time. **Record** feelings/emotions on the right side of the same flip chart paper.

Explain that when someone is not listening, this is the way it can make us feel (right side feelings).

Ask the class how they would rate the professionalism of the customer service in their agency in terms of active listening on a scale of 1-10, 1 being the worst and 10 being the best.

Ask the class how active listening helps them provide quality case management.
Possible responses:

- It demonstrates with your behaviors that you respect and care about each participant. People not only listen to what you say; they also watch what you do.
- It improves the quality of the information you get – the participant has most of the information you need to do good assessments. You acquire this information by listening.
- You gain more than facts – you gain insight into the participant's feelings, perceptions and attitudes. Listening allows you to hear not only what the person says, but also how s/he says it.
- It influences the participant – if you listen to the participant first, the participant is more likely to listen to you.

Stress that taking the time to listen will save you time in the long run. Remember, active listening improves mutual understanding between speaker and listener.

How to Listen

1. **Physical attending** – **PPT Slide 23**
    - Adequate time
    - Meeting free of interruptions
    - Organized desk/office space
    - Appropriate seating arrangement
2. **Hearing the message** – **PPT Slide 24**
    - Pay attention to both the verbal and non-verbal message
    - Hearing feelings is an imprecise art, and it takes practice to get better at this
3. **Responding** – **PPT Slide 25**
    - Can be both verbal and nonverbal (nods, expressing interest)
    - Speak at approximately the same energy level as the other person
    - Occasionally restate the gist of their idea or ask a question that proves you know the main idea

The important point is not to repeat what s/he has said to prove you were listening, but to prove you understand.

While the participant is talking:

- Listen for the feelings beneath the facts being shared – experiences vary, but all human feelings are the same. These feelings shape our perceptions of our experiences.
- Focus attention on what the participant is saying and the non-verbal behaviors you see – avoid thinking about what your response will be.
- Suspend judgment about whether the participant's feelings are right or wrong. Accept that these feelings are real for the participant. Focus on how it feels to this person now.

Explain that at times you may need to use paraphrasing and **reflecting feelings statements** to gain more understanding/clarity of the participant if you are unsure what s/he is trying to communicate to you.

Share that **paraphrasing** is restating or rewording the speaker's message to test your understanding of what you heard and to communicate that you are trying to understand what is being said. **Example,** speaker states, "She was foolish to quit her job," and listener responds, "I hear you're saying that she shouldn't have quit her job."

Reflecting feeling statements helps to express a feeling or emotion you have experienced in reference to a particular statement. **Examples:** "you're feeling sad because your mother left you when you were so young," or "you're feeling upset because I was late to work again."

Active Listening Scenarios

Activity
Divide the class into its previous groups. Instruct the groups that for each of the two scenarios, they are to accomplish two things:

- Identify the underlying feelings surrounding the situation
- Choose the best case manager response and explain their decision

Scenario 1
The participant has been turned down for a training program that he wanted to attend. His test scores were too low (Ford, 2011, p. 217).

What do you think he is feeling?
Possible Responses:

- Anger
- Fear
- Frustration

Choose the best reflecting feeling statement.

A. Don't worry about it. Something else will come along.
B. You can qualify for other programs.
C. It must be very disappointing to have this setback.
D. What do you want to do now?

Explain your decision:
Answer C is the only answer that addresses the participant's feelings and validates what he feels his experience has been like.

Scenario 2
The participant has been fired from her job because of absenteeism. She was unable to find someone to watch her sick child (Ford, 2011, p. 217).

What do you think she could be feeling right now?
Possible Responses:

- Desperation
- Hopelessness
- Defeated

How would you respond to let her know you understand how she feels?

A. You should have had a backup plan.
B. You sound really frustrated that a problem came up and you didn't have a way to solve it.
C. Let's see what we can do to find a backup.
D. You need to start looking for another job.

Explain your decision:
Answer B is the only answer that reflects back to the participant what she is feeling. This response is the best option for showing the participant that you heard and understood what she said.

Empathy versus Sympathy

PPT Slide 26
During empathy discussion, bring up the point of consistency in using empathy with all customers. It is very common to feel more empathy toward certain customers, and a lack of empathy toward others. Discuss the challenges of being empathetic with all customers.

Empathy is necessary in working with ALL W-2 CUSTOMERS. If we can't develop a basic understanding of where they are coming from, we can't move forward in helping them.

State that in this example, there is no way the husband could know what his wife is going through in labor because he is a man. This widens the gap even further in experience. When working with our participants, we should be striving for empathy - to have a basic understanding of where they are coming from.

Empathy

Review the bulleted lists in the PG that outline what empathy is not and what empathy is.

State that we must remember that although we may have formed opinions over time, based on our observations, we have not ***lived*** the experience of another person. This makes empathy -- refraining from judgment and attempting to understand how the other individual sees and experiences things -- all the more important.

Remind the class that empathy requires patience and practice. Often we must adjust our attitudes in the interest of learning something new and creating peace with others.

State that we have not lived the experience of other individuals even though they may be the same race, because they may come from a different class, region, ethnic cultural background, etc.

Review the following examples of empathetic responses:

1. What do you know about being verbally abused by someone*? Possible response: I may not know how it feels to be verbally abused by someone; can you share with me how this makes you feel?*

2. You don't have any idea what it is like to have to visit a food pantry*. Possible response: You seem really upset about visiting the food pantry. This could be very difficult to visit a food pantry.*

3. I bet you never had to explain to your kids why they can't attend the Justin Bieber (or popular artist at the time) concert. *Possible response: I may not have had the same experience, but turning your kids down can be tough. It can be very hard to deny your kids things they want.*

Challenge the class to think of statements they have heard from participants that could challenge you to respond with either empathy or sympathy.

Video
Show the video entitled *Chatting in the Cafeteria*.
Explain that this video displays a number of inappropriate behaviors and some appropriate behaviors. **Ask** participants to identify those behaviors.

Debrief (the video and the behaviors demonstrated are in the TN Appendix p.41)
Ask the class what behaviors they saw. **Record** the behaviors, good and bad, on a flip chart with the title of the video. The class participants may not recognize all the bad behavior. As appropriate, point out issues they may have missed.

Professional Boundaries

Transition that we have discussed the diversity of our participants, perceptions, communication styles, active listening and empathy, and how all these components impact our professionalism. Now we will discuss our professional boundaries. **Review** the graphic; it reinforces the idea of staying in a zone of helpfulness.

State that it is important that we decide to be neither under involved in our participant's life nor over involved. If we are under involved, there is a danger that we will not be listening. Over involvement can create the same danger. We are so involved in the life of our participant that we may not exhibit good judgment. For example, if we are dealing with someone who recently was released from jail, we may find that we do not want to help this person at all. We also could find that we feel we truly can help the person with his/her rehabilitation and go overboard in offering advice or solutions. It is important to find the helpful zone. The following section on boundaries will help find that helpful zone.

Emphasize that in order to stay in the zone of helpfulness, we must be aware of power balance. If we're too under-involved, we're not providing the service; yet if we're over-involved, we cannot help our participants to help themselves. Refer back to the perceptions of power and how we need to keep that balance of power.

What Do You Think and Why?

CPS Activity
This questionnaire is designed to generate and guide discussion about professional boundaries. The purpose of this quiz is to generate discussion and not pass judgment. **Ask** the class to use the CPS units to answers these questions. Remind them that their responses are anonymous. *Alternate Instructions:* This quiz can also be completed individually using the paper format. **Inform** the class that the quiz is on two pages PG pages 20-21.

State that the questions and suggested answers came from curriculum developed by the Center for Human Services at the University of California.

True__ 1. **A worker should never accept a gift from a participant.**
Accepting gifts can be seen as role reversal, shifting the focus of the relationship from client to worker.

True__ 2. **A client should always be informed about how the worker will deal with confidential information about their life and circumstances.** Customer have the right to be informed right away who will see their information and why those individuals will see the customer's information.

False_ 3. **It is permissible for a worker to have lunch with a client to discuss their case in a less formal situation.**
Keeping a boundary around where worker-client interactions take place avoids concerns about client confidentiality, who prepares or pays for meal (potential power issue), appearance of favoritism, etc.

True__ 4. **A worker who has been assigned a case involving someone s/he knows socially should immediately bring the situation to the attention of his/her supervisor.**
This is a conflict of interest as well as potentially causing boundary conflicts. Any time a worker is assigned a case involving a friend, the case should be transferred to a worker who does not in any way have social contact with the client.

True___5. **A worker should never give a participant his/her home phone number.**
Worker-client interactions should take place in a work context, which is usually in an office during office hours. (One exception: agency after-hours or on-call policies)

True_ 6. **A worker may date a former participant if two years have passed since the participant received services.**
Although this is true, it is not at all recommended. It can be construed as a conflict of interest. Also, if the client needs services in the future, the client must seek services from someone else (which can be a problem in small counties). Whether the romantic relationship works or doesn't work, the client's access to certain services may be limited.

False_ 7. **If a participant verbally threatens a worker, the worker should accept that it is a part of the job.**
Threats that could escalate to physical harm need a higher level of response and should follow agency policy and practice.

Both__ 8. **A worker may confide information about his/her personal circumstances to a participant if he/she thinks it will help.**
This is true in the sense that selective and appropriate self-disclosure of general and generic information can strengthen the worker-client relationship without creating boundary issues. It is false in the sense that very personal information breaks boundary lines and may even be burdensome to the client.

False_ 9. **If a participant invites a worker to attend a family wedding, it is acceptable for the worker to attend.**

In general, seeing clients outside of work violates the intent of the worker-client relationship: to provide services to the client.

True__ **10. If a participant dies, a worker may attend the memorial service as long as he/she does not disclose their professional relationship.**
The worker has a responsibility to maintain confidentiality for the sake of the client and the client's family.

True__ 11. **If a participant and worker meet by accident outside of the office, the worker should wait to see how/if the participant wants to acknowledge their relationship.**
The worker has a responsibility to maintain client confidentiality.

False_ 12. **If they have a well-established relationship, and the case manager believes the participant would do a good job, it is okay to pay a participant reasonable wages to work for the case manager, e.g. yard work, house cleaning, child care, etc.**
The worker's position of authority may make it difficult for the client to refuse the request. The worker also may have a conflict about reporting client income.

False_ 13. **If a participant makes disparaging remarks about a racial, ethnic or religious minority, the worker should disagree and ask him/her to stop.**
Workers should avoid judgmental and critical attitudes. It is appropriate, however, to point out to clients possible consequences of expressing these views in job interviews, in a workplace and in other work, or in program-related settings.

True__ 14. **If a participant's child attends the same school as the worker's child and the worker's child wants to include them in his/her birthday party, the worker should not allow his/her child to invite their classmate.**
Workers need to guard client confidentiality and keep the focus of the worker-client relationship on provision of services.

True__ 15. **In their professional role, a worker should never impose values and standards of behavior on a client.**
Exceptions: 1) behavior required for program participation (such as providing documentation or meeting work requirements) and 2) behavior that threatens the safety of others.

Debrief
In addition to the question-specific notes below, consider discussing the following:

- "Gray areas." For example, can you ever accept something tangible—token or small gift—from a client?
- Interacting with clients about boundary issues. For example, how would you redirect clients from offensive remarks to the task at hand?
- Dual relationships, especially in small communities, require additional discussion about client confidentiality, worker objectivity, and power and authority in the helping relationship.

Upon completion of the debrief, **ask** the class some or all of the following questions (use of the questions will be determined by the course of the discussion):

- Does your agency have any kind of ethics or boundary policy?
- If you do not have a policy, would it be helpful to you as a case manager to have such a policy?
- Should an agency policy be shared with W-2 participants?
- If you have a question about whether you may be potentially crossing a boundary, to whom would you go for advice?

Self-Disclosure

Explain that there are different types of boundary violations. We'll only be touching on a few of them in detail today: Self-Disclosure and Dual Relationships.
Define self-disclosure. It strengthens relationships and gives participants a sense that you are with them and not above them, and relate to and feel comfortable with them. Self-disclosure should be used only if it will benefit the participant and empower/promote change.

Have participants list (and trainer records on flip chart) experiences that a worker could have that may be similar to a job seeker.
Possible Responses:
- Single parent
- Welfare recipient
- Disability
- Overcome addiction

Add that self-disclosure is used to:
- Express empathy. Example: I know it is hard to start something new. I've been through that myself. What is making this difficult for you?
- Share strategies and techniques**. Example**: When I had a problem getting up early, I asked two people I knew to call and give me wake-up calls. Could that work for you?
- Share how you used resources to support you**. Example**: When I had a problem with my kids, I used the Family Resource Center. They were very helpful. How would you feel about contacting them to see if they could help you?
- Share some of your successes – **state** that although successes can inspire people, you need to avoid doing this in a way that conveys you are better than the other person is. **Poor example**: I have always worked hard. I never took welfare. I went to school on my own. **Better example**: It has been really tough for me sometimes, but I have felt really good when I accomplished some of my goals. How do you think you will feel after you finish your GED?

Effective Self-Disclosure

Instruct trainees to write their own experiences (self-disclosure) that participants could find helpful. **Ask** trainees to share their stories (acknowledge only if they feel comfortable).

Have participants think of reasons why participants may not see their self-disclosure in the way they intended.

Example: You are single parent, but participant may feel "You are not a single parent like I am a single parent." **Share** that a person may have been in a similar situation as you, but the frame of reference is always different. There are many factors that make each person an individual.

Point out participants may regard your life experiences as irrelevant to their situation. This is because we all tend to believe our experiences are absolutely unique. We also have a tendency to find our own way. Even though participants can learn from the experiences of others - **they want to figure out how to manage their own lives**.

Share mistakes and failures and what you learned – this will allow the participant to see you as just like them – a regular, ordinary person who makes both good and bad decisions, who both succeeds and fails, and who is wise and foolish at the same time. It also can help participants understand that they are not the only people making mistakes. Sharing what you learned may help demonstrate that they, too, can learn from mistakes.

Example: I have made mistakes on past jobs. I was fired once because I did not know how to deal with a supervisor I did not like. Would it help if I shared what I learned from that experience?

What to Avoid

Telling your life story – you can talk about pieces of your life that seem appropriate to the participant's situation without telling a long, drawn out story.

Too frequent personal references – most of your time should be spent listening and encouraging participants to talk about themselves. End your self-disclosure with a question that invites them to respond and talk about themselves.

Talking about your problems – participants are coming to you for help. They don't want to be your counselor. Example: I have health problems, too – high blood pressure and back pain. I take a long list of medications, too.

Sounding condescending – Example: I made it – why can't you? OR I have jobs I did not like, so you can, too.

Telling participants about resources you have that do not apply to them – Example: I am so sorry you don't have any family support. I had my mother to help me out.

Activity
The purpose of this activity is for trainees to practice sharing with participants experiences they have had in their own lives.
Have the class work on this activity as a large group. Read each example out loud. Then ask for 2-3 volunteers to share their response.

Example 1
Participant: "It is too hard to work and go to school. I just can't do both (Ford, 2011, p. 273).
Possible Responses (will vary based on group experience)
I've gone to school and work at the same time. There were some strategies that I used to get me through. Can I share those with you?

Example 2
Participant: "When things don't work out, it is hard for me to pick myself up and try again. I feel like quitting and just making do with what I have (Ford, 2011 p. 273).
Possible Responses (will vary based on group experience)
There was a time when I was laid off and wanted to stop job searching. I ended up taking the first job I could get. Can I share with you how that was beneficial to me?

Self-Disclosure Exercises

Have participants work as partners/group and complete the Self-Disclosure Exercises

Answer key:

1. **C**- This is the best answer because it asks if it's ok to self disclose. It does not just tell a life story. Remember, shift the focus back to the participant and ask if sharing this helps the participant. Will it be effective?

2. **B**- Refer to #1 answer above.

3. **A**- This is the best answer because there is minimal self-disclosure (I have had some hard times), but it shifts the focus back to the participant. Also, the case manager asks what would you buy if you had money? Through this engagement, the case manager is attempting to learn more about the participant's life experiences, what makes him/her happy and what that participant's internal motivation is. For example, the participant may say, "oh I wish I had a car." The case manager could respond, "OK, why, tell me more…" This will lead to further discussion and sharing life experiences.

4. **B**- This is effective disclosure because it shifts back to the participant, but also shares a community resource that could be helpful to the participant.

Dual Relationships

Explain that under most circumstances, it is unethical as a professional to have a dual relationship with your participant. In some situations, it is unavoidable, such as in rural areas, small communities, and cultural and ethnic communities. When there is a chance that your personal life intersects your professional job, this interferes with your ability to fulfill your role as the professional. So, regardless of the dual relationship, in general, it is a conflict of interest.

- **Personal relationship developed first** – worker and participant were classmates at school and later developed a professional relationship
- **Worker and participant developed independently through mutual social relationships** – they met socially through those friends and may continue to meet under these circumstances – examples: the worker and the participant's sister are neighbors, or the worker and the participant's children now attend the same school and participate together in after-school activities
- **Both relationships developed independently** – the participant got a job at an auto repair shop where the worker has taken his/her car for many years
- **Professional relationship came first** – the worker and the participant met when the participant came into to apply, however, they discovered while working together that they both enjoy the same kind of music and decide to sit together at a concert

Ask the following discussion questions regarding dual relationships. This can be done as a large group discussion.

- What standards or policies exist in your workplace regarding dual relationships?
- What are the consequences of not observing those policies?
- What support is available to you in thinking about dual relationships?
- What are your options if you find yourself in one of the first three types of dual relationships described above?
- What are your personal standards and practices regarding dual relationships?

Characteristics of Boundary Violations

The Reversal of Roles – this may occur when a case manager, either consciously or unconsciously, puts his/her own needs ahead of those of the participant; the participant becomes the caretaker. A case manager who needs to be liked or seen as an expert by the participant gets gratification from the response of the participant. The participant gets rewarded or punished based on the response to the case manager. The professional relationship is no longer about meeting the needs of the W-2 participant, and the participant now has the power to direct the relationship through his/her responses.

The Secret – erodes honesty and trust. You know something that the participant really needs to know, but because of your dislike of the participant, you chose not to reveal that information. For example, a change in policy regarding energy assistance may now make an ineligible participant eligible. The participant finds out about this change from someone else. But the participant is afraid to say anything to the case manager for fear it may have a negative effect on his/her case. The honesty and trust that should exist has been eroded.

The Double Bind – any resolution puts the participant at risk of some kind. This happens when a participant realizes that any action could have a negative consequence. Basically, it is a situation where the participant feels that no matter what he/she does, it won't be okay. Example: A participant reveals that he has AODA issues and gets a lecture from the case manager. The participant has these issues as the result of a sexual assault years before, but is afraid to reveal this information for fear there will be another lecture.

The Indulgence of Personal Privilege – allows the case manager to view the whole situation as "okay." The case manager may alter the facts in his/her mind to convince him/herself that it was all in the participant's best interest. A simplistic example is that a case manager is attracted to a participant and would like to have a relationship outside the office. The case manager suggests that it might be easier for the participant to have some of their appointments in a more private place. The participant may feel uncomfortable, but believes the case manager knows best.

PPT Slide 27 Objective Counter Transference: This is our feelings in reaction to the personality and behavior of the participant based on objective observations. As a case manager, you need to acknowledge to yourself that these feelings exist and you can find supporting alternatives. You need to be cautious about not being recriminatory, and use appropriate phrasing and the proper time to talk about these issues. For example, you may find that a person who has tattoos all over his/her body personally repugnant, but you must not react in a negative fashion from the onset. Instead, find the right thing to say at the right time.

Personal Counter Transference: This may occur from specific experiences of a case manager or identifying with the participant on some level. The participant may be in a situation that is identical to one you experienced at some point in your life. How you dealt with the situation may cause either negative or positive feelings about the participant. This could cause a case manager to minimize or even deny the participant's problems because the case manager really feels good about working with the participant. There is also a danger that a case manager may become over-involved in that participant's life. Or a case manager may truly dislike that a participant is living with an ex-convict, and as a result, the case manager may minimize or deny many of the participant's positive qualities.
Talk about how our personal values can cause issues relating to our professional behavior. Remind the class that personal counter transference usually will be disappointing to the professional.

Tips for Setting Professional Boundaries

Know how you expect to be treated, and be clear about it to others. Many of us have been trained not to make demands or state our own wants when dealing with others. But consider this: How much easier would your day be if everyone you dealt with was completely upfront with how they preferred to be treated and where their boundaries are? Do everyone a favor by speaking up about how you prefer to be treated, what you expect from them and what your personal boundaries are. You don't have to be rude about it; a simple, "I'm sorry, I reserve weekends for my family," or, "If you don't mind, I would prefer to be referred to as Ms. Smith instead of Donna when we're at work," is more than enough to get your point across directly and politely.

Don't feel you have to explain your boundaries. When you set a boundary or refuse a request, you are under no obligation to explain. You're an adult, and adults give each other the respect of assuming they have good reasons for their actions. In fact, those who do require explanations often do so solely for the purpose of trying to shoot others down. Offering explanations gives the impression that you feel that your boundaries and preferences are insufficient to stand on their own. Don't short-change yourself - state your case, stand by your requests and don't let others try to argue you out of your own best interests.

Be respectful, thoughtful and responsible when setting boundaries. It would be disrespectful to demand to be treated like a princess at work, no matter what your title or standing. Likewise, it's completely inappropriate to require others to address you by your full title at all times simply as a way of reminding them who's the boss.

If you want others to respect your boundaries, you must respect theirs, even if you don't agree with them. If your boundaries happen to be incompatible, you must either find a way of working around those issues, or figure out some compromise that will work for you both. But it's not fair to ask one person to give up boundaries in deference to another's unless the situation is critical and there's no other way to resolve it. In that case, you should take the first opportunity to allow the person who gave in a chance to be recognized and rewarded for his/her generosity in a way that is meaningful to them.

Be proactive when dealing with other people's boundaries. If you're unsure where another's boundaries lie, take the initiative and ask. In a business situation, you can start by asking how the other person prefers to be addressed or how he/she prefers to receive communications. Most people will appreciate the opportunity to make their needs clear, and reciprocate in kind.

Avoid being casual in email. This is a biggie. In email, it's far too easy to slip into casual or even poor writing habits. Don't fall into this trap. Use complete salutations (don't start business emails with, "Hey," or, "What's up?"). Write in complete sentences, and avoid text shorthand like, "BTW" or "OTOH." Maintaining a formal tone in your emails also serves as a reminder to keep the conversation strictly on the business at hand and not delve into private or personal matters.

Stay cordial on the phone. The same casual attitude that affects email communication also applies to the telephone. Answer the phone with your full name and, if applicable, your position, title or the name of your business. This lets the person on the other end know immediately that he/she has the right (or wrong) person. And when you're calling someone else, respect his or her time and get right to the point. Save the chitchat for lunch or after work.

Keep your personal life private. When at work, stick to work. Discussions about your love life, how much you lost on last night's game or other personal activities are simply a distraction. Also, keep in mind that information about your private activities, personal habits, religion, sex life or politics could either be intentionally used against you, or unintentionally affect someone's opinion of you or your business. And in some cases, even knowing about your personal life creates a liability for your supervisors, should they ever need to fire, demote or discipline you. So do everyone a favor and adopt the mantra "what happens at home, stays at home."

Stay on time, on topic and on the ball. Stick to agendas, and don't derail discussions with unrelated or tangential conversation. And always follow through on any promises or responsibilities. This works both ways. Letting participants get away with calling you after hours, not following through on promised actions or otherwise trampling on your own boundaries sets a precedent that can only result in resentment, misunderstandings and unhappiness on both sides.

Ask the three questions in the PG:
When is it easy to set a boundary?
When is it difficult?
Where do you need to develop boundaries? Why?

Show PPT Slide 28 and review the boundary summary.

Video
Show the video entitled *W-2 Soccer Moms*
Explain that this video displays a number of inappropriate behaviors and some appropriate behaviors. **Ask** participants to identify those behaviors.

Debrief (the video and the behaviors demonstrated are in the TN Appendix p.42)
Ask the class what behaviors they saw. **Record** the behaviors, good and bad, on a flip chart with the title of the video. The class participants may not recognize all the bad behavior. As appropriate, point out issues they may have missed.

Maintaining Composure

Start this section by asking participants to raise their hands if:

- Every day is a bad day:
- Caring about your work or home life seems like a total waste of energy
- You're exhausted all the time
- You feel like nothing you do makes a difference or is appreciated
- The majority of your day is spent on tasks you find mind numbing or overwhelming

Feel the comfort level in the room. Share that participants may be on the road to burnout of they raised their hands often.

Say that if we are feeling burnout, it may be very challenging to maintain our composure during stressful and difficult times on our jobs. Burnout is common and often contributes to our inability to maintain composure. We need to spend time reflecting on how burnout could affect our ability to remain in the "professional mode."

Factors that can affect composure

Review the external factors.

Heavy Workload: An increase in workload. Inability to return phone calls within a reasonable amount of time. Feeling that you are unable to accomplish everything you want. Feeling you have no control over your workload.

Lack of Control: Without a sense that you are responsible and empowered to make decisions, you may feel like you have no control over the outcome of your efforts.

Lack of Reward: When you do not feel you are well compensated or appreciated. Compensation does not necessarily mean money. Kind words alone are often a great motivator.

Low Sense of Community: Conflicts between employees can cause an extremely uncomfortable climate in the office. An atmosphere where employees sense it is better to keep their mouths shut than express ideas for improvement.

Lack of Fairness: When you feel that important information is not being disclosed.

Role Confusion: You feel you are being pulled in a number of different directions and will try to do everything well without establishing priorities.

Conflict of Values: Not seeing eye to eye with management. You may feel the most important part of your job is seeing participant success, but managers may feel it is more important to worry about the "bottom line."

“3 R” Approach to maintaining composure

PPT Slide 29
Transition into Resiliency. Explain that dealing with burnout can be very challenging.
Share “3 R” Approach to maintaining composure.

1. **Recognize-** Watch for warning signs of burnout. Review symptoms, factors and outcome of burnout.

2**. Reverse-** Undo the damage by managing your stress and seeking support. Understand how stress leads to burnout, and seek others for support.

3. **Resilience-** Build your resilience to stress by taking care of your physical and emotional health. Resilience is important to address burnout because burnout is different than saying, “I’m stressed out!” Burnout maybe the result of unrelenting stress, but it isn’t the same as too much stress. Stress can be managed and under control. Burnout, on the other hand, is feeling empty, devoid of motivation and beyond caring. It’s when you stop caring. You don’t see hope or any type of positive change in the situation.

Point out that excessive stress is like drowning in responsibilities. Burnout is like being all dried up.

Resiliency Quiz

Explain that we are going to let trainees explore their own level of resiliency.

Emphasize that this is not a concise “tool” and that we do not want participants to go away thinking that they have learned something definitive about themselves. Nor should they use it on someone else and make a judgment about that person based on the results. A person’s mood on a particular day or the events preceding the completion of this inventory could affect the results.

Give class about 5 minutes to complete the Resiliency Quiz in PG pages 31-32.
Scoring:

80 or higher	Very Resilient!
65-79	Better Than Most
50-64	Slow, But Adequate
40-49	You're Struggling
40 or under	Seek Help!

Point out that if trainees need resources for help, there are references listed in the Resources section of the PG.

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Characteristics of a Resilient Person

Highlight any of these characteristics that haven't been covered. No need to review each bullet point in detail. Otherwise, choose a couple of characteristics and provide examples.

Playful, childlike curiosity. Ask lots of questions; want to know how things work. Play with new developments. Enjoy themselves as children do. Have a good time almost anywhere. Wonder about things, experiment, make mistakes, get hurt, and laugh. Ask: "What is different now? What if I did this? Who can answer my questions? What is funny about this?"

Constantly learn from experience. Rapidly assimilate new or unexpected experiences and facilitate being changed by them. Ask: "What is the lesson here? What early clues did I ignore? The next time that happens I will...."

Adapt quickly. Very mentally and emotionally flexible. Comfortable with contradictory personality qualities. Can be *both* strong and gentle, sensitive and tough, logical and intuitive, calm and emotional, serious and playful, and so forth. The more the better. Can think in negative ways to reach positive outcomes. Ask: "What could go wrong, so it can be avoided?"

Have solid self-esteem and self-confidence. Self-esteem is how you feel about yourself. It determines how much you learn after something goes wrong. It allows you to receive praise and compliments. It acts as a buffer against hurtful statements while being receptive to constructive criticism. "I like, appreciate, and love myself...."

Self-confidence is your reputation with yourself. It allows you to take risks without waiting for approval or reassurance from others. You expect to handle new situations well because of your past successes. "These are my reliable strengths...."

Have good friendships, loving relationships. Research shows that people in toxic working conditions are more stress resistant and are less likely to get sick when they have a loving family and good friendships. Loners are more vulnerable to distressing conditions. Talking with friends and family diminishes the impact of difficulties and increases feelings of self-worth and self-confidence.

Express feelings honestly. Experience and can express anger, love, dislike, appreciation, grief (the entire range of human emotions) honestly and openly. Also can choose to suppress their feelings when they believe it would be best to do so.

Expect things to work out well. Deep optimism guided by internal values and standards. High tolerance for ambiguity and uncertainty. Can work without a job description, is a good role model of professionalism. Has a synergistic effect, brings stability to crises and chaos. Ask: "How can I interact with this so that things turn out well for all of us?"

Read others with empathy. See things through the perspectives of others, even antagonists. Win/win/win attitude in conflicts. Ask: "What do others think and feel? What is it like to be them? How do they experience me? What is legitimate about what they feel, say, and do?"

Use intuition, creative hunches. Accept subliminal perception and intuition as valid, useful sources of information. Ask: "What is my body telling me? Did that daydream mean anything? Why don't I believe what I'm being told? What if I did this?"

Defend self well. Avoid and block attacks, fight back. See through and side step cons, "games," and manipulations that others attempt. Find allies, resources, and support.

Have a talent for serendipity. Learning lessons in the school of life is the antidote to feeling victimized. They can convert a situation that is emotionally toxic for others into something emotionally nutritious for them. They thrive in situations distressing to others because they learn good lessons from bad experiences. They convert misfortunes into good luck and gain strength from adversity. A good indication of exceptional mental health is when a person talking about a rough experience says, “I would never willingly go through anything like that again, but it was one of the best things that every happened to me.” They will ask: How can I turn this around? Why is it good that this happened? What is the gift?

Get better and better every decade. Become increasingly life competent, resilient, durable, playful and free. Spend less time surviving than others and survive major adversities better. Enjoy life more and more.

Resilient People I Have Known

Have class take a few moments to complete this exercise. The person can be anyone: a participant, friend, family member, celebrity, athlete, politician, etc.

Ask if anyone would like to share. Trainer should be prepared to share his or her own example to get the discussion started. We can learn from others and model their behavior and skills to learn how to be more resilient.

Strategies for Building Resilience

State that this information comes from the American Psychological Association.

Explain that some variation may reflect cultural differences. A person's culture may have an impact on how he/she communicates feelings and deals with adversity, for example, whether and how a person connects with others, including extended family members and community resources, strong religious beliefs, etc.

PPT Slide 30
Review the Resiliency Wheel.

Professional Action Plan

PPT Slide 31
State that so many times, we go to enhanced case management classes, but we do not always think about how we will apply the learning to our work environment. Therefore, we would like everyone to take a few moments to fill in the fields on this page and to really think about how they will apply this training to the management of their W-2 cases.
Allow time for trainees to answer the 3 questions. **Ask** three trainees to share one of the questions/answers about their professional action plan before distributing the evaluations.

PPT Slide 32 - Thank you! End of Training

Distribute evaluations if you have not already done so.

Thank the class for their discussion and input in today's training. Remember: professionalism is intentional. Remind the class of the resources in the PG.

Trainer Appendix

Scenario Debriefs

Introduce the setting for the videos and the characters.

These videos display a number of inappropriate behaviors and some appropriate behaviors. Ask participants to identify those behaviors – good and bad – on a flip chart with the title of the video.

It is expected that the class participants may not recognize all the bad behavior. As appropriate, point out issues they may have missed. For example, the class views the first video and may have missed some boundary or confidentiality issues. You can refer back to the video(s) that they already viewed and ask how the worker lacked professionalism in that area.

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Congregating in the Corridor

Kelly: Ben's current W-2 Case Manager
Ken: Ben's past W-2 Case Manager
Jim: W-2 Case Manager
Ben Hanson: W-2 Participant

Confidentiality

- It's the end of the day and the case managers are leaving the W-2 Agency. There is a breach of confidentiality right away when Ken asks Kelly about inheriting one of his favorite W-2 participants. Kelly responds, "Oh, well who's that?" How might Kelly have addressed Ken differently when he asked her about Ben?
- Ben Hanson's name was heard and used several times. Even when Jim was walking out, he heard Ben's name and engaged in this conversation. AODA, along with medical diagnosis, is considered legal sensitive information. They should not have been discussing Ben's case or his private/personal information.

Boundaries

- They are in a public setting. It's possible for anyone passing by or leaving to hear this conversation. If this discussion took place behind closed doors in an office, would it have been confidential or an appropriate discussion? Can you discuss your W-2 participant's case with other case managers? What if Ken or Jim were not Ben's previous case manager?

Assumptions

- Ken and Jim make assumptions about Ben. Ken and Jim believe that Ben has an AODA issue. Because Ken learned that 80% of offenders have an AODA issue, he stereotyped Ben as having an AODA issue as well.
- Ken and Jim both make assumptions about why Ben is back in W-2 again. They assume that he lost another job again, "given all his issues." Kelly also assumed that because Ben is a welder, he should have been making a decent living.
- Jim also says that Ben can "always can get a job." Jim states that he needed an attitude adjustment because he had a family to raise. Does it seem that there is a lack of understanding by Jim and the other case managers regarding Ben's situation? How do these assumptions implicate Kelly's case management of Ben?
- Although the conversation probably shouldn't have taken place the way it did, it did help Kelly to process the case and what she should do. She even admitted that her own judgment about offenders may have clouded her judgment about Ben.

Chatting in the Cafeteria

Maria: W-2 Case Manager
Susan: W-2 Participant
Jacob: Susan's Son
Mindy: Friend of Susan

Self-Disclosure

- Susan approaches Maria and initiates conversation that eventually leads into revealing information about her personal and private life. How should have Maria addressed this situation right away?
- Susan discloses that Jacob has ADHD and a possible learning disability. Was this appropriate even if it's the participant that reveals this kind of information?
- When Maria hears that Jacob's doctor is Dr. Coleman, she is troubled by this and proceeds to discuss her own medical matters about Dr. Coleman. Maria suggests that Susan call his supervisor at the clinic regarding Jacob's situation with his medications. Even if Dr. Coleman was "*so stupid,*" was it appropriate for Maria to self-disclose her own medical issues/problems? And to tell Susan to call Dr. Coleman's supervisor? Is Maria now involving herself in a different role?

Boundary

- How does this cross boundaries for Maria and Susan's professional working relationship in W-2?
- In this situation, how do you set boundaries with your W-2 participants, in a public setting like this or at a store, bank, school, etc.?
- Maria seems to be a very caring and concerned W-2 Case Manager; however, she may have unexpectedly engaged in a conversation that she didn't realize may have crossed some professional boundaries. At the end of the scenario, it seemed that Maria, for some reason, needed to end the conversation.

Confidentiality

- Susan sees Maria in the cafeteria across the street from the W-2 agency and says hi to her, which leads to a conversation.
- There are many concerns about confidentiality. Susan is there with her friend Mindy. Who is Mindy? Does Maria have any idea to the extent of the friendship? Does Mindy know that Susan is on W-2? Or does Mindy know who Maria is? There were others in the room as well. Would this conversation have been appropriate or different if it took place in Maria's office?

Empathy vs. Sympathy

- Does Maria seem empathic or sympathetic to Susan? Maria makes statements such as, "It really sounds like you're going through a lot right now, Susan," and "I really didn't know you were going through so much."

W-2 Soccer Moms

Jan: W-2 Participant
Melissa: W-2 Case Manager

Self-Disclosure

- Melissa makes comments that she is so busy, and that, "she has just so much to do." If this were a different W-2 participant, would this comment be taken differently? Was this appropriate for Melissa to disclose?
- Is there a better way of addressing the time/late appointment to Jan?

Crossing Boundaries

- Melissa makes inappropriate complaints about another W-2 participant: "he is such a pain." Possibly this person could have just left, or could have been seen by Jan. It could be a breach of confidentiality. Another issue is that his files/paperwork were still on Melissa's desk as Jan came in and Melissa was clearing her desk.

- We know that there is an established relationship; we don't know when this relationship was formed. Exactly what kind of relationship is this (best friends; just school soccer mom acquaintances; or not even acquaintances, just a car pool in common because the kids go to the same school (coincidence)? We do know that there is some form of a connection between Jan and Melissa. To what level of relationship would this be inappropriate?

- Melissa pats Jan on the back as she leaves. Is this appropriate, or does it cross some personal boundaries and maybe some cultural boundaries?

Sympathy vs. Empathy

- Melissa states that "she feels horrible" for Jan because of her OWI situation, and expresses sympathetic feelings. Should Melissa be making statements like this to Jan?

- Melissa also did not assist Jan with any services such as updating her EP or addressing the transportation issue. Was Melissa being too lenient or sympathetic to her situation? It is obvious Jan doesn't know how to get to work experience, yet Melissa doesn't address the issue or discuss good cause.

Conflict of Interest

- Based on this scenario, could Jan's issues have been addressed better? Or did other factors, such as time, affect the result of the appointment?
- Can you car pool with your W-2 participants?
  Was it appropriate for Jan to be on Melissa's caseload?