

## 2 The Therapeutic Relationship: Ethics, Boundaries, and Cultural Competencies

### CHAPTER LESSON PLANS & OBJECTIVES

#### **Lesson 2.1: Ethics and the Therapeutic Relationship**

1. Define ethics and discuss key ethical principles.
2. Discuss the therapeutic relationship, its characteristics, and cultural competencies.

#### **Lesson 2.2: Professional Boundaries and Dual Relationships**

3. Define professional boundaries and describe types of boundaries.
4. Identify types of dual relationships, discuss sexual misconduct, and list steps to take when making ethical decisions.

### CHAPTER PRETEST

- Included in the Instructor Resources on the Evolve site is a pretest for this chapter to help you assess students' baseline knowledge. Assign this pretest to your students; answers feed to the instructor gradebook.

# Classroom Preparation

## Lesson 2.1: Ethics and the Therapeutic Relationship

### INSTRUCTOR PREPARATION

#### Textbook Objectives Covered

1. Define ethics and discuss key ethical principles.
2. Discuss the therapeutic relationship, its characteristics, and cultural competencies.

#### National Standards Covered

##### ELAP The Entry Level Analysis Project (ELAP)

- The Therapeutic Relationship:
  - Topic: The Relationship of Therapist and Client (4.0)
    - Characteristics of Positive Therapeutic Relationships
  - Topic: Ethics and the Therapeutic Relationship (18.0)
    - Ethical Principles
    - Code of Ethics and Standards of Ethical Practice

##### Massage & Bodywork Licensing Exam (MBLEx)

- Ethics, Boundaries, Laws, Regulations (15%)
  - A. Ethical behavior
  - D. The therapeutic relationship
  - J. Confidentiality
  - K. Principles

##### Massage Therapy Body of Knowledge (MTBOK): Cross-Reference

- none

#### Lesson Preparation Checklist

- Prepare lecture from TEACH lecture slides available on Evolve.
- Assemble materials and supplies needed for each lesson as indicated below.
- Create a quiz using ExamView on Evolve and sort by objective.

#### Materials and Supplies

- computer
- projector

# Classroom Preparation

## Lesson 2.1: Ethics and the Therapeutic Relationship

### STUDENT PREPARATION (3 hrs)

1	<p><b>READ – Textbook (15-18)</b></p> <p><b>ANSWER – Textbook</b></p> <ul style="list-style-type: none"> <li>Review and Apply Your Knowledge:             <ul style="list-style-type: none"> <li>Matching One: Concept Review, questions 1, 6, 9, 12</li> <li>Matching Two: Concept Review, questions 8, 11, 12</li> </ul> </li> </ul> <p><b>RESEARCH – Textbook</b></p> <ul style="list-style-type: none"> <li>Review and Apply Your Knowledge: Discussion</li> </ul> <p><b>WRITE</b></p> <ul style="list-style-type: none"> <li>Students will need a blank notebook to create a journal to use for this chapter. For their first home journaling assignment, have students think about a situation in their own lives when an important confidence was kept or when one was broken. Ask them to reflect on their feelings and reactions at the time (and now, if different). Discourage sharing by reminding them that this is an exercise in confidentiality.</li> </ul> <p><b>REVIEW – Evolve Student Resources</b></p> <ul style="list-style-type: none"> <li>Activity: Pyramid</li> <li>Flashcards</li> </ul>
2	<p><b>READ – Textbook (18-36)</b></p> <p><b>ANSWER – Textbook</b></p> <ul style="list-style-type: none"> <li>Review and Apply Your Knowledge:             <ul style="list-style-type: none"> <li>Matching One: Concept Review, questions 2, 8, 11</li> <li>Matching Two: Concept Review, questions 1, 6, 7</li> </ul> </li> </ul> <p><b>REVIEW</b></p> <ul style="list-style-type: none"> <li>Students should watch the following YouTube video on the Power of Vulnerability:             <ul style="list-style-type: none"> <li><a href="http://www.youtube.com/watch?v=iCvmsMzIF7o">http://www.youtube.com/watch?v=iCvmsMzIF7o</a></li> </ul> </li> </ul>

# 50-Minute Lesson Plan

## Lesson 2.1: Ethics and the Therapeutic Relationship

### LECTURE OUTLINE (20 min)

1	ETHICS AND ETHICAL PRINCIPLES: SLIDES 3-15 (15-18)
2	THERAPEUTIC RELATIONSHIPS AND CULTURAL COMPETENCY: SLIDES 16-26 (18-21)

### LEARNING ACTIVITIES (choose one or more to equal 30 min)

1	<p><b>ANALYZE (15 min; 10 min; 10 min)</b></p> <ul style="list-style-type: none"> <li>Divide students into small groups to discuss examples of how to maintain client confidentiality. The groups should come up with scenarios they might encounter, and then the proper procedure for handling that scenario. For example, a massage practitioner runs into a client while in public. What should the practitioner do? Students should aim to come up with 3-5 examples.             <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> <li>Have students work in pairs to make a list of legal issues and a list of ethical issues that could affect their careers as massage therapists. Allow each group to share a few issues that have not been mentioned by other groups.             <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> <li>Have students work in small groups to write several situations that illustrate the factors limiting confidentiality. Have each group share one situation with the class.             <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> </ul>
2	<p><b>DISCUSS (10 min)</b></p> <ul style="list-style-type: none"> <li>Before starting the lecture, ask students to share their own definitions of what constitutes the therapeutic relationship between them and their clients. If time allows, you may engage the class in a group discussion of the importance of the different aspects of various students' definitions.             <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> </ul> <p><b>REVIEW (15 min)</b></p> <ul style="list-style-type: none"> <li>Ask students to close their books, and then give them about 5 minutes to write down as many of the important elements of a therapeutic relationship as they can remember. After the allotted time, have pairs of students spend about 2 minutes comparing their lists and completing them if possible. Allow time at the end of the activity for students to complete and amend their lists by consulting the text.             <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> </ul> <p><b>POST &amp; COMMENT (10 min)</b></p> <ul style="list-style-type: none"> <li>Post the Critical Thinking Question for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students.             <ul style="list-style-type: none"> <li><i>Appropriate Setting:</i> Online</li> </ul> </li> </ul>

### CRITICAL THINKING QUESTION

**What are ways we show respect for the client and the therapeutic relationship?**

**Discussion Guidelines:** Before we gain consent for therapy, we inform clients of our education and years of experience. We also tell them how massage may help them achieve their goals. This includes the benefits and potential negative side effects of massage. Once a client has all relevant facts, he or she has the right to agree to therapy or to refuse it. We explain how personal and medical information will be protected. All these acts, as well as starting and ending on time and using appropriate draping, show respect for the client and the relationship.

# Classroom Preparation

## Lesson 2.2: Professional Boundaries and Dual Relationships

### INSTRUCTOR PREPARATION

#### Textbook Objectives Covered

3. Define professional boundaries and describe types of boundaries.
4. Identify types of dual relationships, discuss sexual misconduct, and list steps to take when making ethical decisions.

#### National Standards Covered

##### ELAP The Entry Level Analysis Project (ELAP)

- The Therapeutic Relationship:
  - Topic: The Relationship of Therapist and Client (4.0)
    - Preventing Transference and Countertransference
  - Topic: Boundaries in the Therapeutic Relationship (18.0)
    - Establishing and Maintaining Professional Boundaries
    - Managing Emotions in a Therapeutic Relationship
    - Managing Intimacy, Touch, and Sexual Arousal Responses
- Assessment and Documentation:
  - Topic: Documentation and Client Files (6.5)
    - Key Principles of Documentation and Keeping Good Client Files
- Career Development:
  - Topic Student Clinic (50.0)
    - Professionalism
    - Session Management
    - Sessions with Clients

##### Massage & Bodywork Licensing Exam (MBLEx)

- Ethics, Boundaries, Laws, Regulations (15%)
  - B. Professional boundaries
  - C. Code of ethics violations
  - E. Dual relationships
  - F. Sexual misconduct
  - G. Massage/bodywork related laws and regulations
  - H. Scope of practice
  - I. Professional communication

##### Massage Therapy Body of Knowledge (MTBOK): Cross-Reference

- Section 210.8: Boundaries, Ethics and the Therapeutic Relationship

#### Lesson Preparation Checklist

- Prepare lecture from TEACH lecture slides available on Evolve.
- Assemble materials and supplies needed for each lesson as indicated below.
- Create a quiz using ExamView on Evolve and sort by objective.

#### Materials and Supplies

- computer
- projector

# Classroom Preparation

## Lesson 2.2: Professional Boundaries and Dual Relationships

### STUDENT PREPARATION (5 hrs)

3	<p><b>READ – Textbook (21-27)</b></p> <p><b>ANSWER – Textbook</b></p> <ul style="list-style-type: none"> <li>Review and Apply Your Knowledge:             <ul style="list-style-type: none"> <li>Matching One: Concept Review, questions 5, 10</li> <li>Matching Two: Concept Review, questions 2, 3, 10</li> </ul> </li> </ul> <p><b>APPLY – Textbook</b></p> <ul style="list-style-type: none"> <li>Review and Apply Your Knowledge: Professional Practice</li> </ul> <p><b>PREPARE</b></p> <ul style="list-style-type: none"> <li>Ask students to make a list of boundaries for a massage therapist and then for a client. Have students make a third list of personal boundaries. These lists will be used in a class activity.</li> </ul> <p><b>WRITE</b></p> <ul style="list-style-type: none"> <li>Students should write in their journals about a situation in their own lives when a boundary was crossed and how it affected them and others. Ask them to include their feelings and reactions at the time (and now, if different).</li> <li>Have students reflect on transference and countertransference and then write in their journals about a situation they have experienced relating to either one. Students should write about their feelings at the time (and now, if different).</li> </ul>
4	<p><b>READ – Textbook (28-35)</b></p> <p><b>ANSWER – Textbook</b></p> <ul style="list-style-type: none"> <li>Review and Apply Your Knowledge:             <ul style="list-style-type: none"> <li>Matching One: Concept Review, questions 3, 4, 7</li> <li>Matching Two: Concept Review, questions 4, 5, 9</li> </ul> </li> </ul> <p><b>APPLY – Textbook</b></p> <ul style="list-style-type: none"> <li>Review and Apply Your Knowledge: Critical Thinking</li> </ul> <p><b>REVIEW – Evolve Student Resources</b></p> <ul style="list-style-type: none"> <li>Additional Information:             <ul style="list-style-type: none"> <li>Code of Ethics – National</li> <li>Code of Ethics – American</li> <li>Standards of Practice</li> <li>Standards of Practice – National</li> </ul> </li> <li>Body Spectrum Electronic Coloring Book</li> <li>Downloadable Forms: Incident Report Form</li> <li>Practice Test for Certification and Licensing Examinations</li> </ul>

# 50-Minute Lesson Plan

## Lesson 2.2: Professional Boundaries and Dual Relationships

### LECTURE OUTLINE (30 min)

3	TYPES OF PROFESSIONAL BOUNDARIES: SLIDES 28-42 (27-35)
4	DUAL RELATIONSHIPS, SEXUAL MISCONDUCT, AND MAKING ETHICAL DECISIONS: SLIDES 43-59 (28-35)

### LEARNING ACTIVITIES (choose one or more to equal 20 min)

3	<p><b>DISCUSS (10 min; 10 min; 15 min)</b></p> <ul style="list-style-type: none"> <li>Using the boundary lists the students created at home in preparation for this lesson, ask them to compare and discuss their lists in small groups. Remind group members that this sharing is a form of self-disclosure, so they should be conscientious about maintaining their classmates' confidentiality.             <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> <li>Ask students to continue discussion of their lists of boundaries with the members of their small group. Have the groups now focus on identifying the characteristics of healthy boundaries named in their lists.             <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> <li>Divide the class into small groups or pairs. Have students give examples of different boundary situations they might encounter in their practice (for example, a client who always wants a hug). Write them on an overhead transparency. Have the groups list what kind of boundary category each situation falls under and create a policy they might use in their practice to deal with each situation. Each group can share its results with the class if time allows.             <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> </ul> <p><b>ROLE PLAY (15 min)</b></p> <ul style="list-style-type: none"> <li><i>Boundary Management:</i> Divide the class into groups of three: one student plays the role of the client, another plays the therapist, and the third observes and offers constructive feedback about healthy boundary management skills. Each student plays each role once. Give each group member a slip of paper with one of the following three boundary-testing situations for which the student will portray the client, and tell students not to reveal the scenario to their group mates beforehand.             <ul style="list-style-type: none"> <li>Client tests the intimacy boundaries of the therapist: Specifically, a client asks that the session be conducted without a drape.</li> <li>Client tests the personal boundaries of the therapist: Specifically, the client uses language the therapist considers offensive.</li> <li>Client tests the professional boundaries of the therapist: Specifically, a client accuses the therapist or others in the practice of stealing personal belongings during sessions.</li> </ul> </li> </ul> <p><b>POST &amp; COMMENT (10 min)</b></p> <ul style="list-style-type: none"> <li>Post Critical Thinking Question 1 for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students.             <ul style="list-style-type: none"> <li><i>Appropriate Setting:</i> Online</li> </ul> </li> </ul>
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**LEARNING ACTIVITIES (choose one or more to equal 20 min)***(Continued)***4****DISCUSS (10 min; 15 min)**

- Have students work in small groups to discuss how they will handle the most common dual relationship experienced by massage therapists: friendship. Encourage students to share ways in which they will maintain appropriate boundaries in these situations.
  - *Appropriate Settings:* Traditional classroom, flipped classroom
- Divide the class into two groups. Have each group discuss the potential for sexual misconduct in the massage profession. Have students remain in the same groups for the following two activities:
  - Have students continue the discussion about sexual misconduct and brainstorm situations in which sexual misconduct could occur.
  - Have each group share with the class how the sexual misconduct situations discussed in the last activity can be circumvented to avoid both professional and personal problems.
    - *Appropriate Settings:* Traditional classroom, flipped classroom

**POST & COMMENT (10 min)**

- Post Critical Thinking Question 2 for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students.
  - *Appropriate Setting:* Online

**CRITICAL THINKING QUESTIONS****1. Why is it important for a massage therapist to be aware of his or her boundaries?**

**Discussion Guidelines:** The massage therapist must be aware of his or her own boundaries to be able to maintain them. Boundaries are critical in healthy relationships and are therefore of great importance in the relationship between the massage therapist and client. To keep this awareness, you must be able to think clearly at all times. This means avoiding mood-altering substances, such as recreational drugs or alcohol, before and during professional practice.

**2. A client whom you have seen weekly for the last year invites you to his 20th high school class reunion. You agree to attend. During the social event, he asks you to dance. These circumstances are examples of what type of relationship?**

**Discussion Guidelines:** These are examples of a dual relationship and poor boundary management on the part of the therapist. Although nothing may come of the evening, it may lead to additional invitations and a complex interweaving of social and professional roles. In many cases, it is best to avoid dual relationships because they can be problematic.



# Assessments

## Chapter 2: The Therapeutic Relationship: Ethics, Boundaries, and Cultural Competencies

### ASSESSMENTS BY OBJECTIVE

1	<b>Evolve Instructor Resources</b> <ul style="list-style-type: none"><li>• Test Bank: Create an exam on Evolve using ExamView and sort by objective.</li></ul>
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