



WELCOME to

The Wellbeing Toolkit ECHO: Building Connection, Joy and Community to Support Youth in the Face of Adversity

*Session 1, Building Hope and Joy in the Face of Adversity,
October 15, 2025*

Funding Statement

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Series Learning Objectives

- Build knowledge of impact of connection on mental health
- Increase knowledge of ways to build connection on micro, individual, organizational, community and global levels.
- Increase knowledge of impact of the covid-19 pandemic, social media and online connections to mental health.
- Increase knowledge to build skills for in person connection with a generation that lives online.
- Concrete tools for setting limits and have discussions about screen time and social media and support young people to engage thoughtfully with digital consumption.
- Increase knowledge of Barriers to in person connection-anxiety, low distress tolerance, under-developed social skills
- Increase understanding of healthiest ways to seek connection and support and how to support young people and communities in this.

Series Sessions

Date	Session Title
10/15/2025	<u>Building Hope and Joy in the Face of Adversity</u>
10/29/2025	<u>Building Connection as a Tool for Mental Health and Wellbeing</u>
11/12/2025	<u>Applying Skills to Support a Community in Distress: Connection and Hope</u>

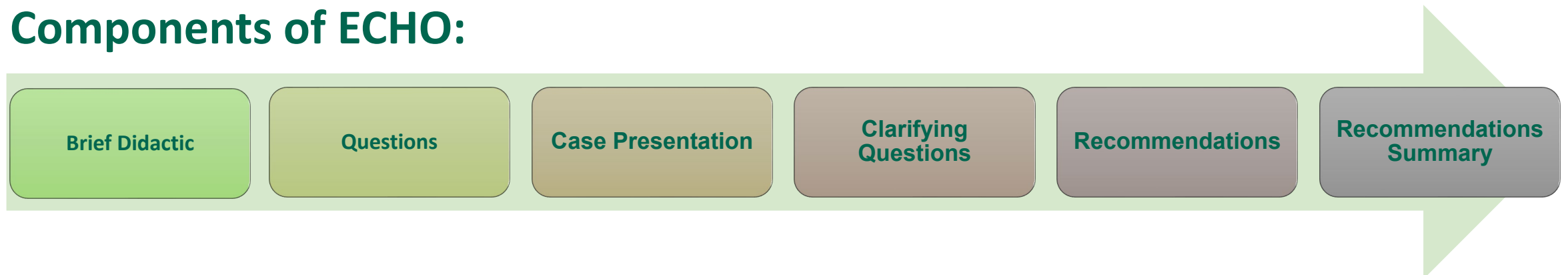
Today's Program

- Brief housekeeping
- Didactic: Building Hope and Joy in the Face of Adversity
- Case Presentation: Lucy Pilcher, MSW, LICSW
- Discussion
- Summary
- Up Next

Project ECHO (Extension for Community Healthcare Outcomes)

- All teach, all learn.
- ECHO is a telementoring model that uses virtual technology to support case-based learning and to engage the wisdom and experience of all attending.
- Highly Interactive.

Components of ECHO:



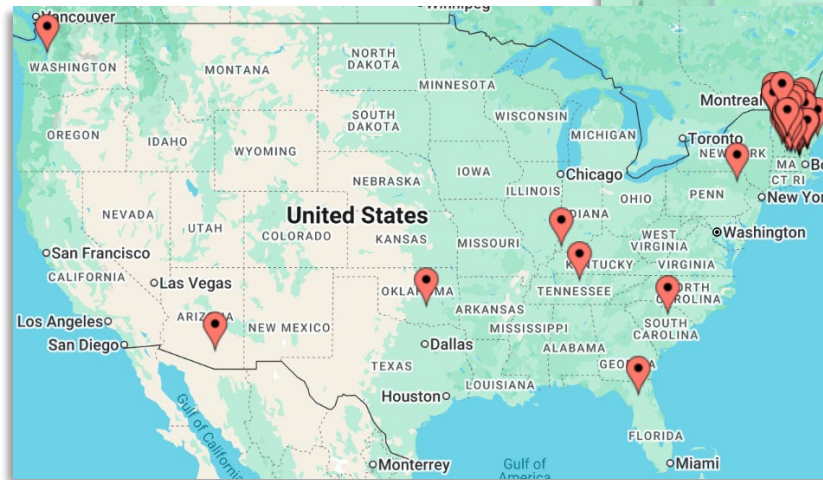
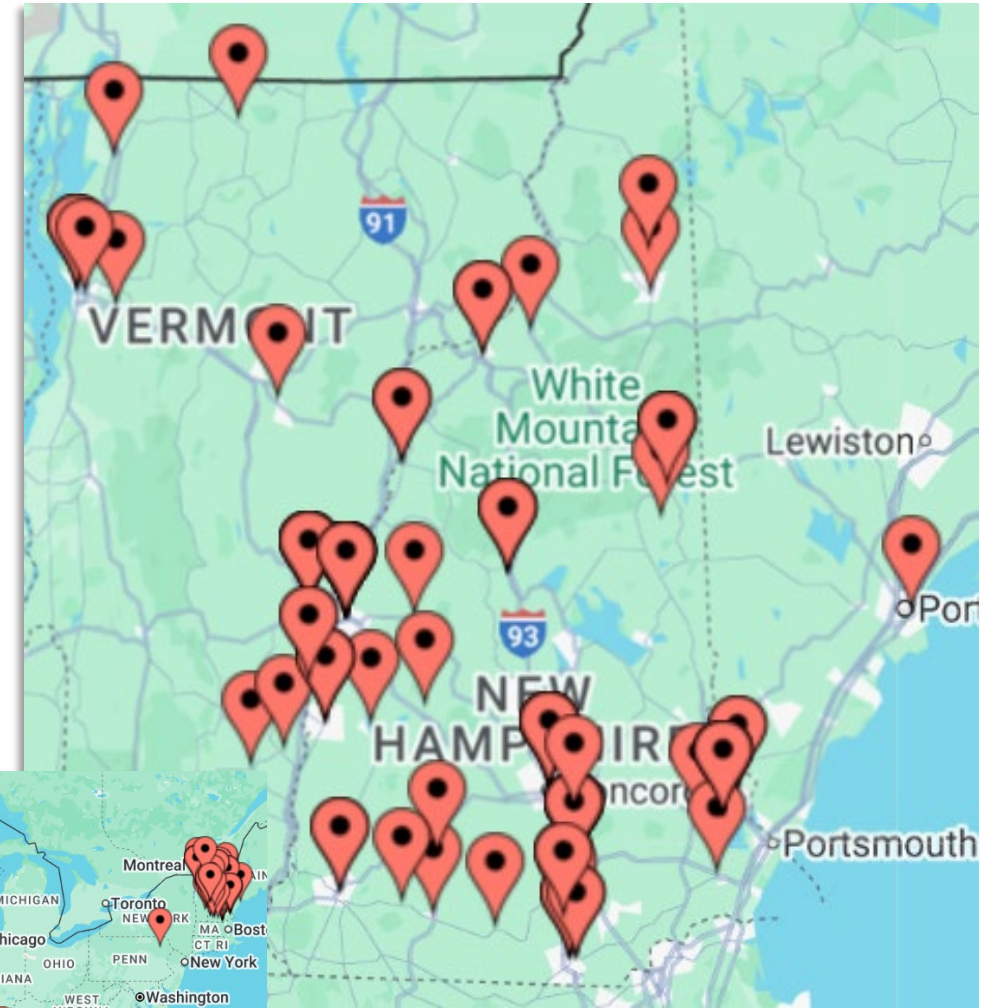
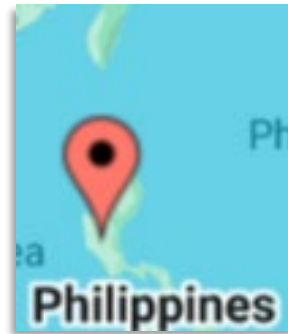
Notes

- Pre course survey: <https://redcap.hitchcock.org/redcap/surveys/?s=RJJXP3TK339PYLM9>
- Raise virtual hand or enter comments in chat at any time. We will call on you when it works. Please mute otherwise.
- To protect individual privacy, please use non-identifying information when discussing cases.
- We will be recording the didactic part of these sessions. *Participating in these session is understood as consent to be recorded. Thank you!*
- Closed Captioning will be enabled during sessions
- Questions to ECHO Tech Support thru personal CHAT or ECHO@hitchcock.org

ECHO Participant Demographics

Total Registrants: 101

Professional Identities	
Social Workers & Councilors	30
School Administration	17
Nurses	17
Other Healthcare	17
Teachers	5
School Psychiatrists	4
Special Education	3
Students	2
Other	11



Core Panel

- Caroline Christie, LICSW, DH Psychiatry – Dartmouth Health
- Holly Gaspar, MED, MPH, PMP – ECHO Facilitator
- Jenn Baker – Family Engagement and Training Specialist, NH Family Voices
- Julie Balaban, MD – Child Psychiatrist, Dartmouth Health
- Kerry Rockford Hague – TLC, Turning Points Network
- Lucy Pilcher, MSW, LICSW – Manager of Behavioral Health Clinicians, Dartmouth Health

The Wellbeing Toolkit: Building Hope in Times of Stress and Uncertainty

Understanding Stress, Reducing Rumination, and Building Hope

Lucy Pilcher MSW, LICSW

Department of Psychiatry

Dartmouth Health

Learning Objectives

- ▶ - Understand how external stressors affect mental health
- ▶ - Learn tools to decrease rumination and increase empowerment
- ▶ - Explore positive psychology, ACT and DBT principles that promote resilience and coping
- ▶ - Identify strategies for building hope in children and adults

External Stressors and Mental Health

Examples:

- ▶ Political or community conflict
- ▶ Natural disasters and climate events
- ▶ Economic uncertainty
- ▶ Collective trauma
- ▶ Community tragedy and distress

Impact:

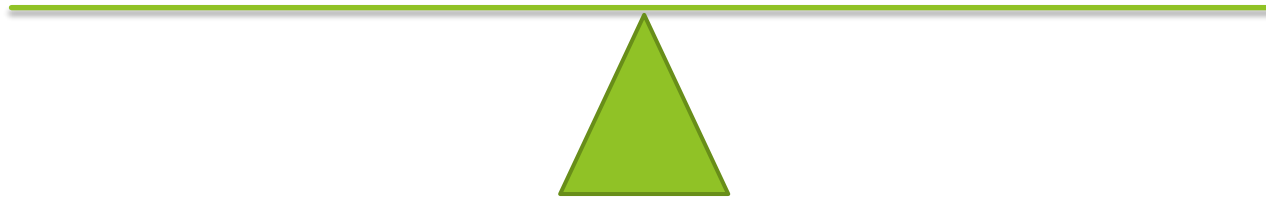
- ▶ Helplessness, overwhelm, fear of the future
- ▶ Anxiety, despair, fatigue, disconnection
- ▶ Burnout, compassion fatigue, hopelessness
- ▶ Sadness for self and others
- ▶ Unknown's are HARD

Enter In the chat

What stressors do you and the folks you work with experience?

Everyone has mental health

- ▶ Just like physical health we all have mental health. Where you land on the continuum fluctuates depending on a variety of factors.
- ▶ Understand what helps you (or the folks you work with) move towards mental wellness



Burnout and Compassion fatigue in the helping professions:

Risk Factors

- ▶ Workload too complex, too urgent, too traumatic
- ▶ Autonomy restricted
- ▶ Lack of recognition or sense of reward
- ▶ Absence of social support
- ▶ Lack of fairness or justice
- ▶ Discordant values
- ▶ Work life balance out of balance
- ▶ Lack of mental health supports

Protective Factors

- ▶ Connection
- ▶ Setting boundaries
- ▶ Sleep
- ▶ Building Problem solving skills
- ▶ Understanding locus of control
- ▶ Meditation/Mindfulness
- ▶ Values based action
- ▶ Balance
- ▶ And one more time **connection**

(James 2017)

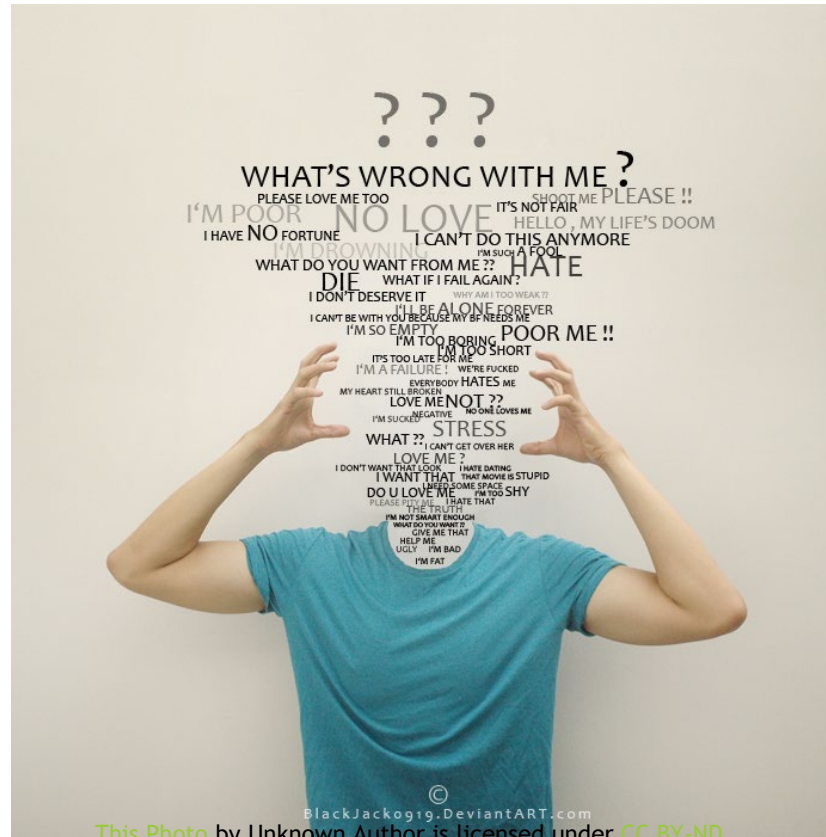
Practical Tool: Notice your Thoughts

Don't believe everything you think!

A thought is a thought is a thought

Just because you think it doesn't mean it's true

Our thoughts impact our feelings that impact our behaviors that impact our thoughts...



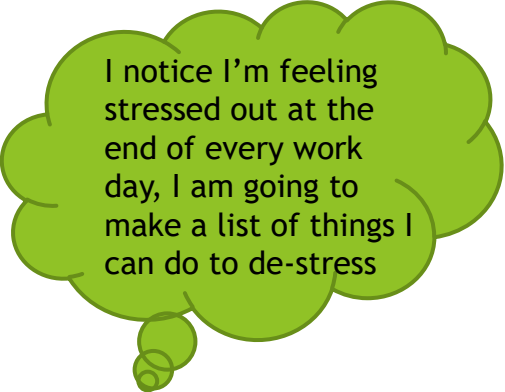
Rumination vs. Helpful Thinking

Helpful thinking-Purposeful Reflection:

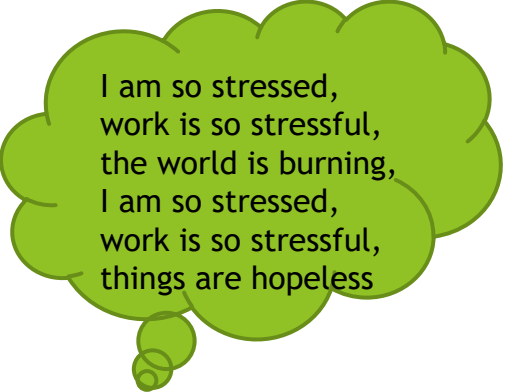
- ▶ Action- or insight-oriented
- ▶ Acceptance and forward movement
- ▶ Could include problem solving

Rumination:

- ▶ Circular, excessive, repetitive thinking
- ▶ Increases distress without resolution
- ▶ Often increases prevalence of negative thought cycles

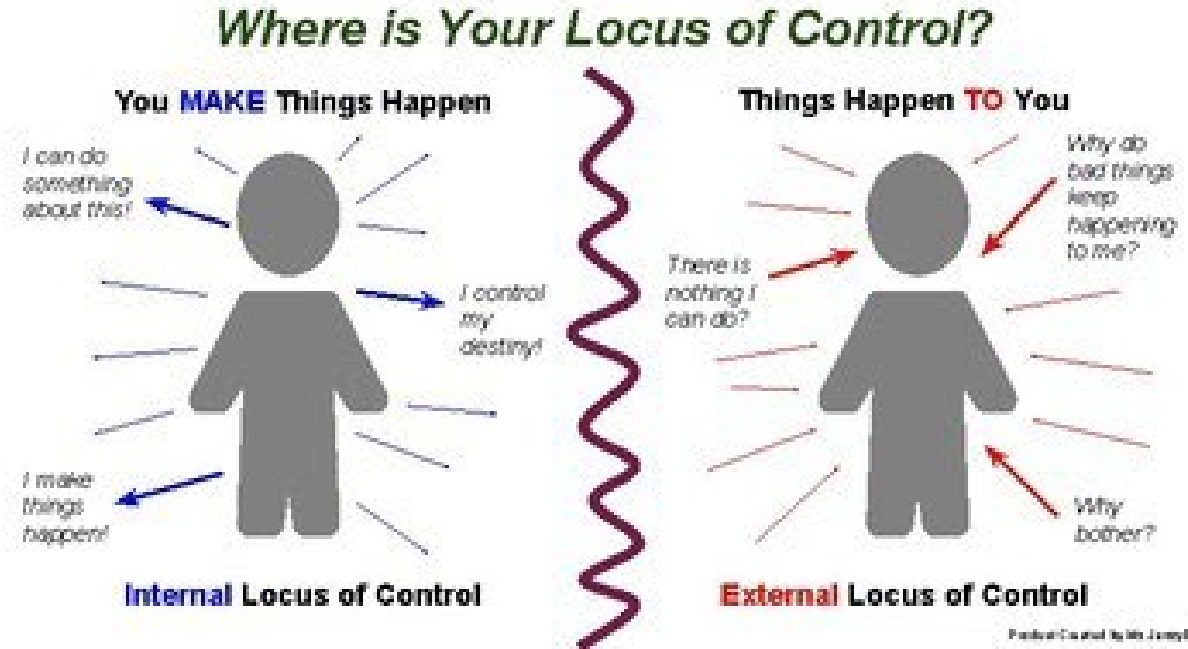


I notice I'm feeling stressed out at the end of every work day, I am going to make a list of things I can do to de-stress



I am so stressed, work is so stressful, the world is burning, I am so stressed, work is so stressful, things are hopeless

Engaging the Locus of Control



An internal locus of control is associated with better mental well-being and self-efficacy

Engaging the Locus of Control

- ▶ Focus on what's within your control.
- ▶ Redirect energy away from what's not.
- ▶ Builds empowerment and reduces helplessness.
- ▶ Doesn't ignore or diminish the very real hard things that are happening, but helps to contain them and promote better mental health.
- ▶ (Use the Circle of Control exercise we are going to practice later)
- ▶ Container exercise

Tools from DBT

DBT (Dialectical Behavior Therapy)

► Radical acceptance

Radical acceptance is the ability to accept situations that are outside of your control without judging them. Practice radical acceptance by accepting things for what they are and acknowledging your emotions without denying, avoiding, or ignoring the situation.

Example: *“The kids I work with have really hard lives at the moment. I wish I could make things better for all of them and its painful and sad to know that I can’t, I am going to let myself feel sad about this for a while. ”*

It is Not: *“The kids I work with have hard lives and I feel frustrated and sad but I shouldn’t feel frustrated because my life is good in comparison, what right do I have to feel sad compared to them. I’m going to try to make myself not feel sad or angry, maybe I’ll have another glass of wine and try to pretend everything is fine”*

S.T.O.P

- S_{top}
- T_{ake a step back}
- O_{bserve}
- P_{roceed Mindfully}



Tools from Acceptance and Commitment therapy

- ▶ ACT (Acceptance and Commitment Therapy)
- ▶ Does NOT mean you are endorsing the hard things that are happening or accepting them as “okay”
- ▶ Aims to create distance between you and your thoughts, this decreases distress.
- ▶ • Diffusion: 'I'm having the thought that...' or
“I notice that I'm thinking about how stressed I am”
- ▶ Avoid trying to make yourself feel differently
- ▶ Choose values based action

- ▶ Practice: 'Drop the Rope' exercise

Group Discussion #1

- ▶ Reflection
- ▶ 1. What stressors are affecting you or those you work with?
- ▶ 2. How do they show up in behaviors, relationships or in other ways?
- ▶ Enter into the chat

Circle of Control

- ▶ Draw a circle on a piece of paper
- ▶ Identify as many things as you can think of that are bringing you stress, overwhelm, distress or other challenges.
- ▶ Put everything you can control INSIDE the circle and everything you cannot control OUTSIDE the circle.
- ▶ Where does it make sense to direct your energy?
- ▶ Energy spent outside of the circle is wasted.
- ▶ Energy spent inside the circle helps us feel purposeful, take action, self-efficacy.
- ▶ Can repeat with positive associations (for example the weather might bring us joy but it's out of our control, finding activities to do with kids no matter what the weather is in our control)

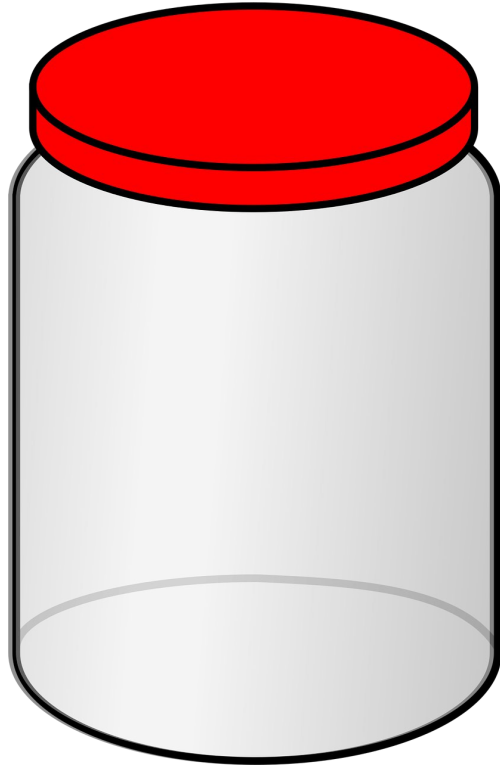
Drop the Rope

- ▶ Let yourself tune into a current distressing thought and the feelings you experience with this.
- ▶ Imagine you are holding the rope and a monster representing this negativity is at the other end. Feel the tension and the tussle, let yourself experience the emotion.
- ▶ Now drop the rope. Let go of the tension. The monster is still there but does it feel as powerful now?
- ▶ Can also be used to decrease rumination.



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

The Container



- Visualize a container: Imagine a container that feels strong and secure to you.
- Identify and "place" difficult material: Think about the thoughts, feelings, or memories that are causing distress. Visualize placing each of these into the container, one by one.
- Secure the container: Close the lid, lock the door, or secure the container in a way that feels final for the moment. You can also imagine placing it in a safe, remote location.

Maintain control: The key to the container is that only you have the key to open it. This gives you a sense of control over when you will revisit the contents.

Return to the present: When you have finished, bring your focus back to your present surroundings.

The Science of Hope

- ▶ Hope = Agency + Pathways
- ▶ Agency: The belief I can act
- ▶ Pathways: The belief I can find a way

“Hope is not passive....
Hope is rooted in
human potential and
resilience”

Jane Goodall



Hope and Joy move us forwards

Building hope isn't denying pain – it's creating space for possibility.

	Hope	Denial
Perspective	Sees the future as possibly better, even when the present is dark. It is grounded in the potential for change and a belief in one's capacity to overcome.	Avoids or refuses to accept an unpleasant reality. It is a psychological defense mechanism that can temporarily protect but ultimately keeps a person from moving forward.
Confronting Reality	Involves accepting negative emotions, such as sadness or anger, as a normal part of the human experience. It allows for grief and joy to coexist.	Requires the suppression of genuine feelings and realities. It creates an inaccurate view of one's situation.
Motivation	Provides the motivation to persevere and take small, intentional steps toward a better future. It drives action even when a positive outcome is uncertain.	Can lead to inaction or to pursuing ineffective solutions because it avoids the actual problem.
Foundations	Often draws strength from past resilience, supportive communities, or spiritual faith. It is an active process that must be cultivated and practiced.	Is not a choice but an involuntary response to perceived threat. It crumbles when confronted with irrefutable facts.

Building Joy and Strength

Strategies:

- ▶ Connection
- ▶ Play
- ▶ Gratitude journaling
- ▶ Savoring small moments
- ▶ Acts of kindness
- ▶ Focusing on strengths during stress
- ▶ Allowing joy even in the hardest of times
- ▶ Positive Psychology tools
- ▶ Self-talk (don't believe everything you think!)
- ▶ Creativity
- ▶ Set Boundaries
- ▶ Understand your own values, what is important to you



“Build what’s strong” is as valid as “Fix what’s wrong” (Duckworth, Steen, & Seligman, 2005).

Adapting Tools for Different Ages

Children:

- ▶ • Play, art, storytelling, small choices

E.g. Joy Board Collage, Hope stories, make a worry box, play is kids language

Teens:

- ▶ Link hope to identity and values
- ▶ Encourage autonomy and peer connection
- ▶ Find achievable pathways for action

E.g. Inspiration board collage, values exploration followed by choosing action, connection away from cellphone

Adults:

- ▶ Reflective and relational approaches
- ▶ Connection is key
- ▶ Normalize struggle, emphasize agency

E.g. Values exploration as a guide for action, strengths exploration, in-person connection

Group Discussion #2

- ▶ What strategies help you or clients maintain hope?
- ▶ Practice 'Two Sides of the Same Coin'

Two Sides of the Same Coin

Exercise: (can do this literally with kids and teens!)

- ▶ Identify one current challenge.
- ▶ Name the counterbalancing strength.
- ▶ Examples:
 - ▶ - Exhausted → Still showing up
 - ▶ - Overwhelmed → Caring deeply



Key Takeaways

- ▶ Focus your energy on what's within your control
- ▶ Use ACT/DBT and positive psychology tools to increase distress tolerance, improve emotional regulation, build coping and confidence in ability to cope.
- ▶ Hope and joy are protective and teachable
- ▶ Model hope — it's contagious
- ▶ CONNECT as much as possible (and not via text or social media) make plans, keep plans, prioritize this part of your life.

Resources

- ▶ Jane Goodall Podcast “Hopecast”
<https://janegoodall.org/our-story/about-jane/hopecast/>
- ▶ APA Speaking of Psychology Podcast “Why we need Hope”
<https://www.apa.org/news/podcasts/speaking-of-psychology/hope>
- ▶ Book recommendation- Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment.
(Seligman, M)
- ▶ Card game/Activity for children
<https://positiveexperience.org/resource/hopeful-conversations-card-deck/>

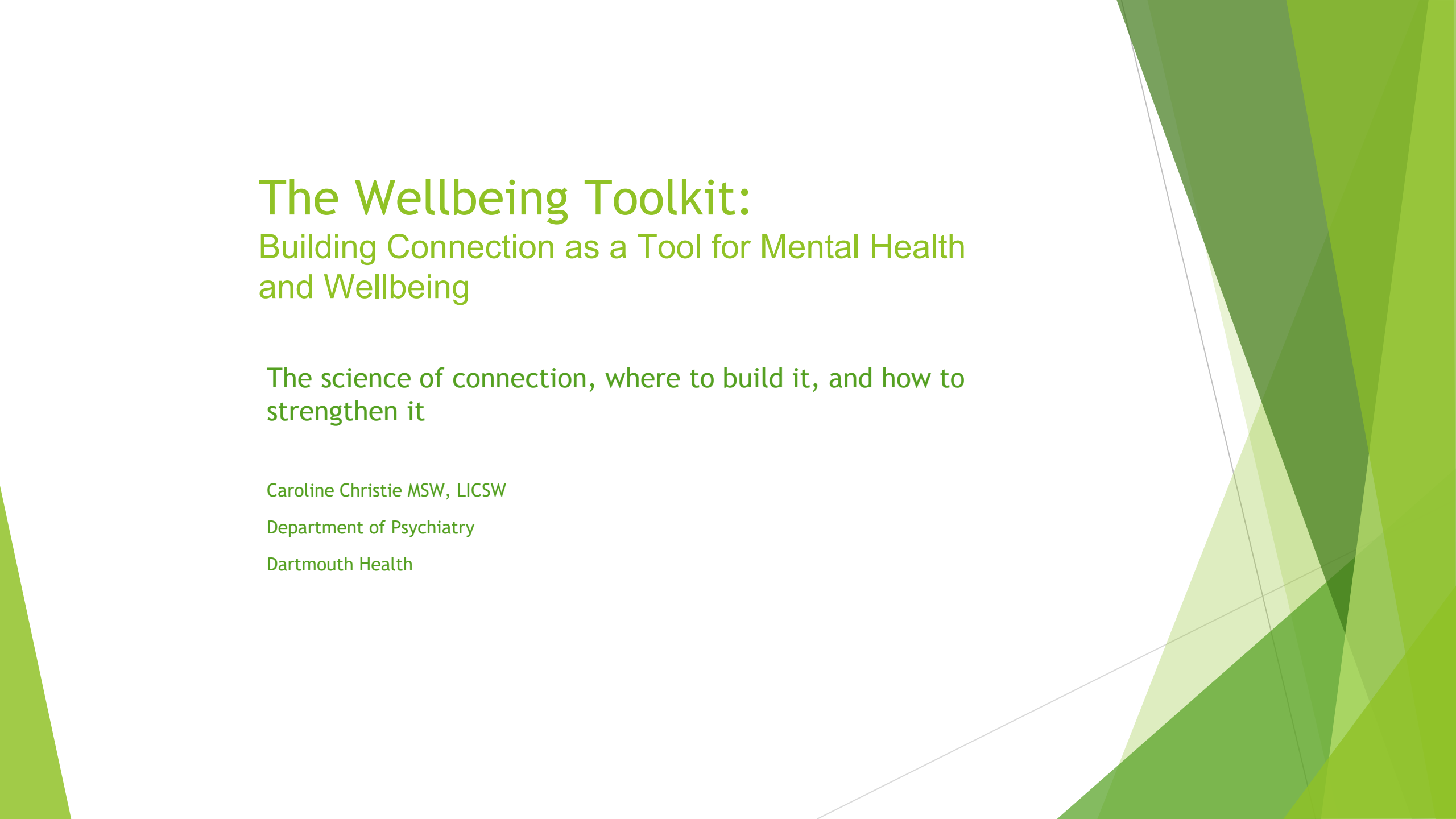


WELCOME to

The Wellbeing Toolkit ECHO: Building Connection, Joy and Community to Support Youth in the Face of Adversity

Session 2, Building Connection as a Tool for Mental Health and Wellbeing

October 29, 2025

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The Wellbeing Toolkit:

Building Connection as a Tool for Mental Health and Wellbeing

The science of connection, where to build it, and how to strengthen it

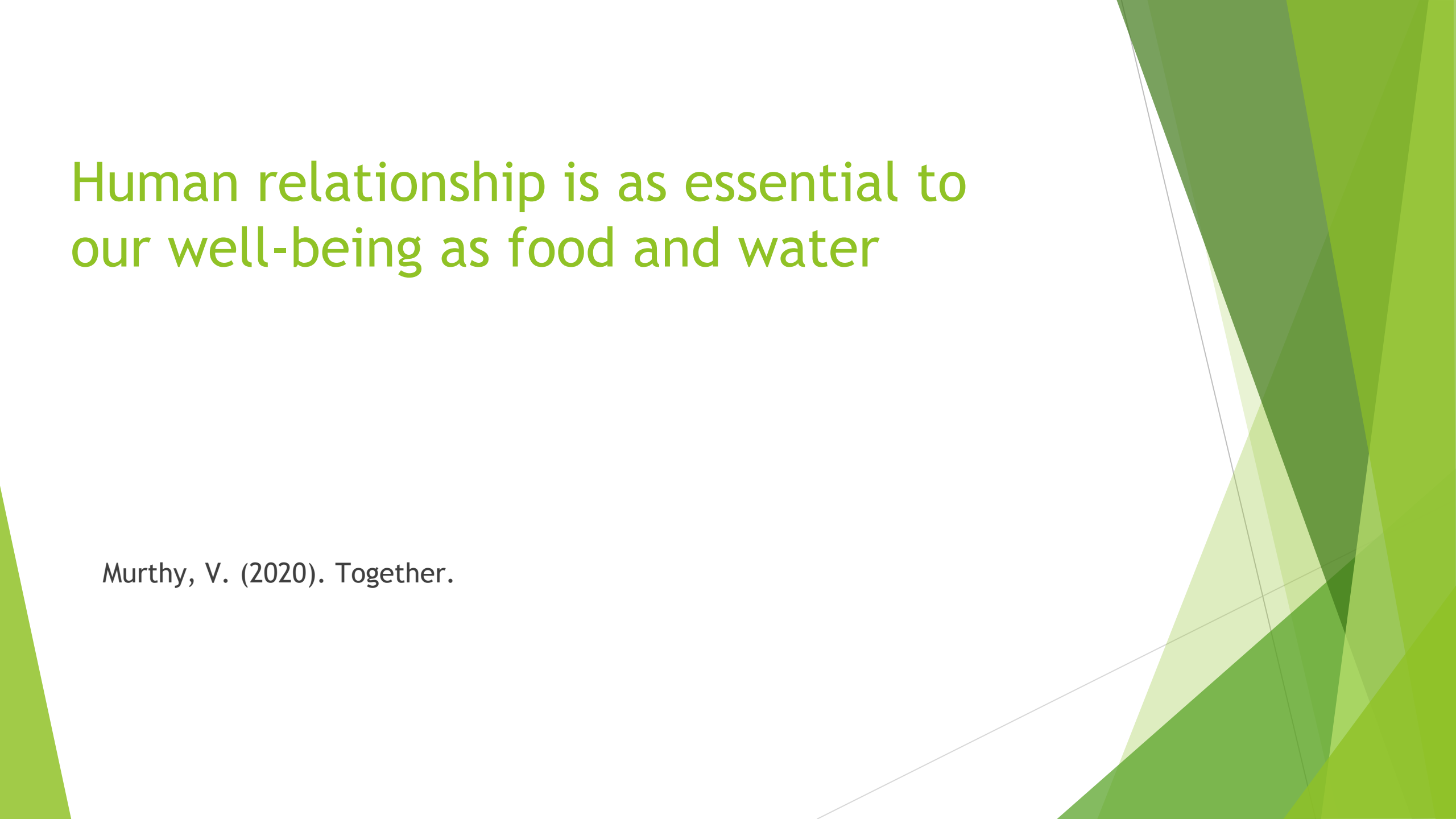
Caroline Christie MSW, LICSW

Department of Psychiatry

Dartmouth Health

Learning Objectives

- ▶ Understand why connection matters for family well-being.
- ▶ Identify where connection happens—at home, school, and in the community.
- ▶ Explore how service providers can strengthen connection across systems.

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

Human relationship is as essential to
our well-being as food and water

Murthy, V. (2020). Together.

The Science of Connection:

Research shows connected families and communities:

- Have stronger resilience
- Better outcomes



Enter In the chat

What are early
signs you notice
when a family
feels
disconnected?

Three Pillars Of Wellness

Vivek H. Murthy's *Parting Prescription for America*



RELATIONSHIPS



SERVICE



PURPOSE



External Assets

The supports, opportunities, and relationships young people need across all aspects of their lives

Search Institute. (n.d.). **Developmental Assets® Framework.**

FAMILY SUPPORT	Family life provides high levels of love and support.
POSITIVE FAMILY COMMUNICATION	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
OTHER ADULT RELATIONSHIPS	Young person receives support from three or more nonparent adults.
CARING NEIGHBORHOOD	Young person experiences caring neighbors.
CARING SCHOOL CLIMATE	School provides a caring, encouraging environment.
PARENT INVOLVEMENT IN SCHOOLING	Parent(s) are actively involved in helping young person succeed in school.

The Cost of Disconnection

- ▶ Humans are wired for connection. Our nervous systems regulate through being in the presence of others who are calm, predictable, and caring.

When connection is missing:

- Stress responses stay elevated longer
- Problem-solving and flexible thinking decrease
- Sense of safety drops
- Families may become more reactive instead of responsive

Disconnection isn't a personal failure —
it's a physiological state triggered when stress outweighs support.





Beginning Activity:

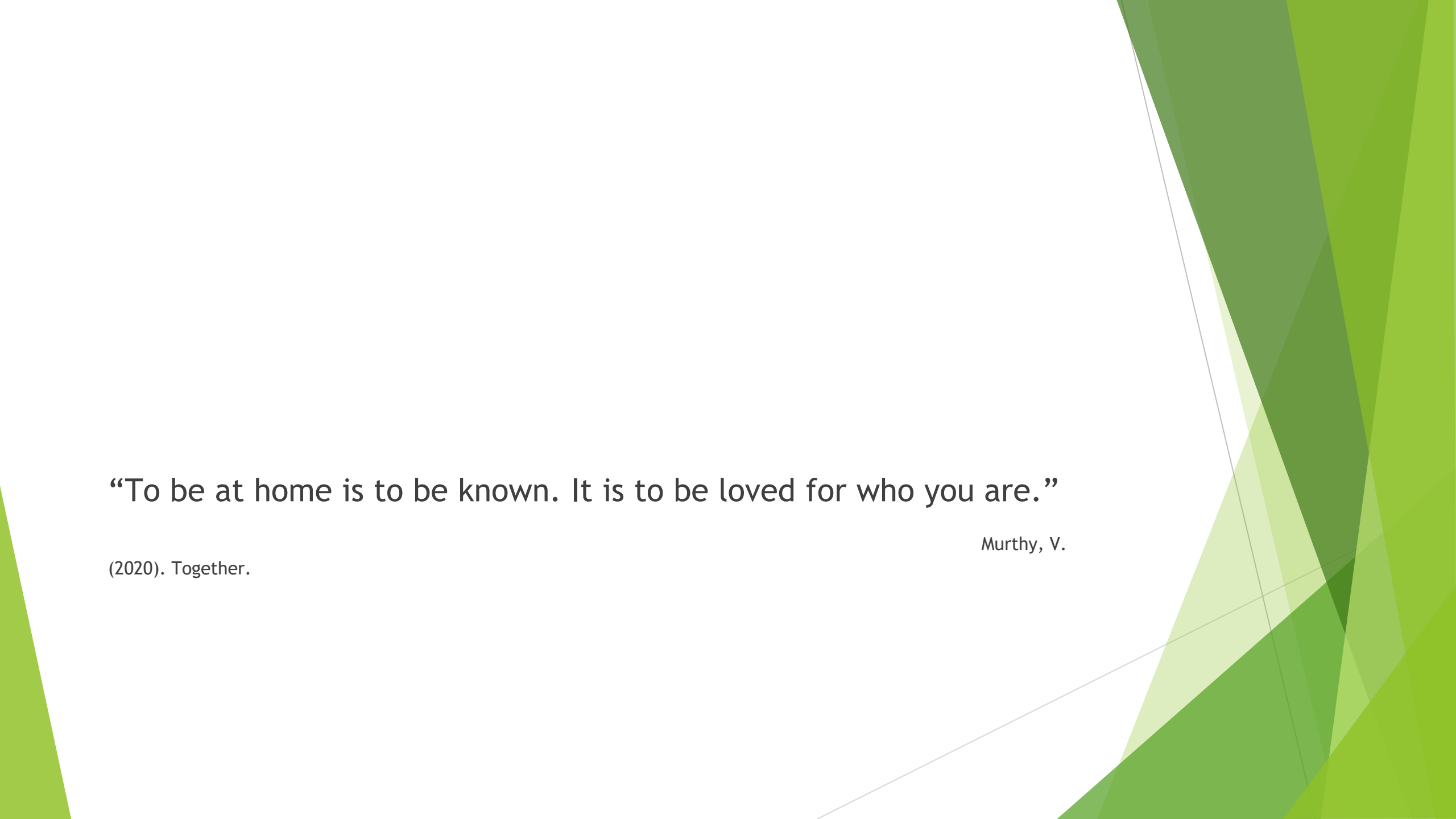
Think of one family you support.

Quickly sketch three circles: **Home • School • Community**.

In each circle, list:

- Who is already supporting them?
- Who *could* be an additional supportive connection?

Star **one connection** you could help strengthen or initiate this month.

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“To be at home is to be known. It is to be loved for who you are.”

Murthy, V.

(2020). Together.

Individual and family protective factors

CDC – Risk and Protective Factors, Adverse Childhood Experiences (ACEs)

- Families who create safe, stable, and nurturing relationships, meaning children have a consistent family life where they are safe, taken care of, and supported
- Children who have positive friendships and peer networks.
- Children who do well in school.
- Children who have caring adults outside the family who serve as mentors or role models.
- Families where caregivers can meet basic needs of food, shelter, and health services for children.
- Families where caregivers have college degrees or higher.
- Families where caregivers have steady employment.
- Families with strong social support networks and positive relationships with the people around them.
- Families where caregivers engage in parental monitoring, supervision, and consistent enforcement of rules.
- Families where caregivers/adults work through conflicts peacefully.
- Families where caregivers help children work through problems.
- Families that engage in fun, positive activities together.
- Families that encourage the importance of school for children.

Community protective factors

Which of these protective factors have connection as a primary element?

What Does Disconnection Look Like in Families?

Disconnection often appears in *small, everyday ways* first:

- Short tempers and miscommunications
- Family members spending time in separate rooms (what are they doing?)
- Decline in shared meals, play, or laughter
- Caregivers feeling overwhelmed, guilty, or “not enough”
- Kids struggling to name or regulate emotions

Over time, disconnection can shape the family story:

“We’re on our own. No one understands us. We have to just get through.”

It's Not Just the Family — It's the Context

Families are navigating:

- **Less extended family proximity**
- **Increased work and caregiving demands**
- **Less shared community life (church, neighborhood culture, civic engagement)**
- **Schools stretched thin**
- **Fewer informal support networks**

- **False sense of connection through Social Media**

So many families are doing everything *right* —
but **the ecosystem around them has fewer built-in ways to feel held.**

This is *why connection-building is not “extra” — it is prevention.*



Connection at Home

Families thrive on **small, consistent moments** — shared meals, laughter, check-ins, repair conversations.

Encourage rituals and routines that reinforce belonging.

“Connection before correction” — validating feelings before addressing behavior.

Empower families to build emotional literacy and shared problem-solving skills

Acknowledge the impact social media is could be having on connection at home

Provider Resources

Cohen, L. J. (2001). *Playful Parenting*

Bailey, B. A. (2000). *I Love You Rituals*

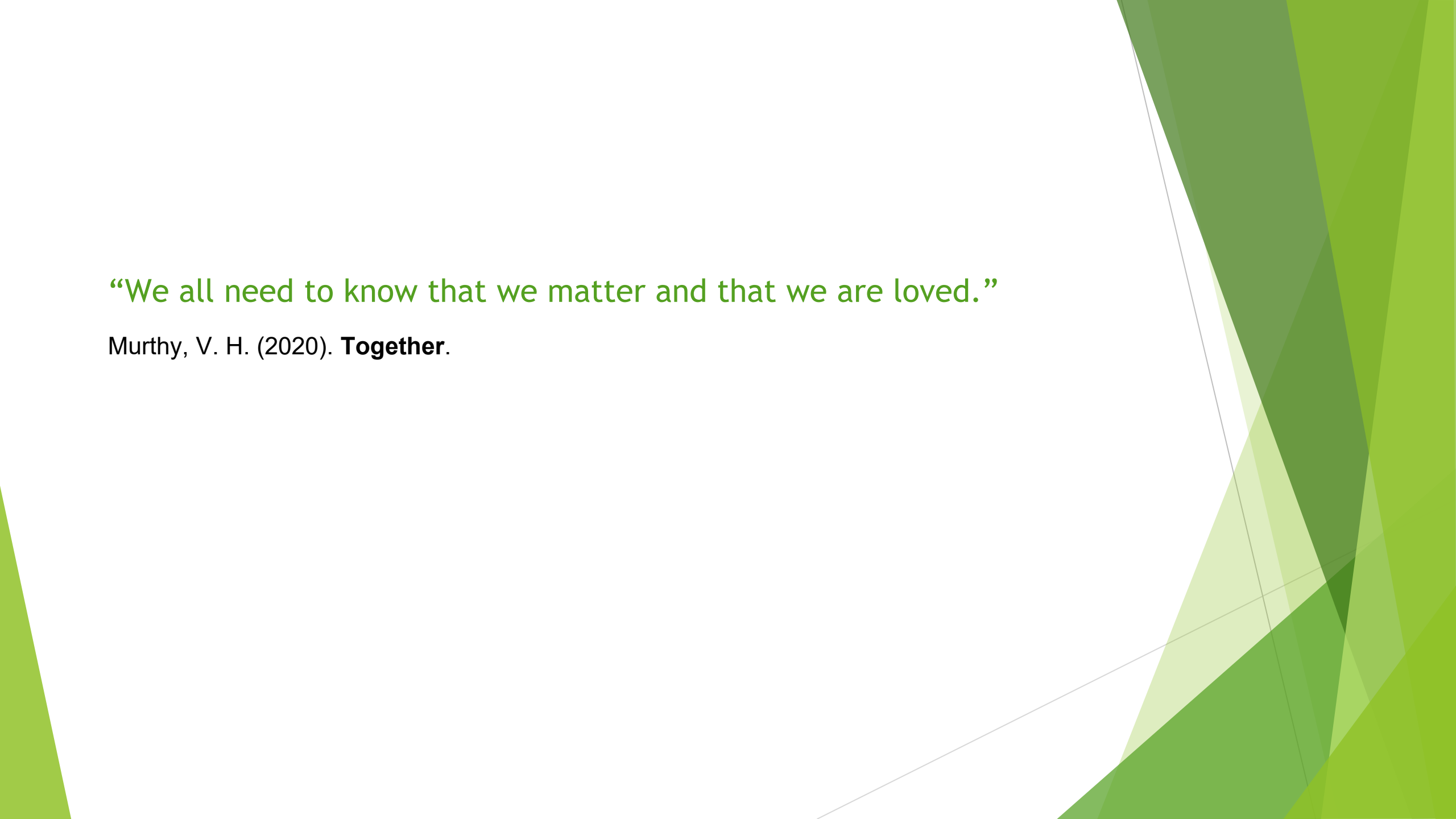




Connection at Home con't

Strategies for Service Providers

- Model reflective listening in sessions.
- Teach parents to narrate emotions and repairs aloud (“That was hard for me too — let’s try again.”).
- Create a “connection checklist” for families (shared meal, gratitude, play, repair).
- Teach self-regulation skills and educate about co-regulation.
- Tech Free Zones

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“We all need to know that we matter and that we are loved.”

Murthy, V. H. (2020). **Together.**

A Connected School

- **Students who feel connected to their school (i.e., they believe adults care about them, feel accepted by peers, and feel that their presence matters) show higher attendance and better academic outcomes (grades, engagement, on-time graduation) across grade levels.**
- **Strong school connectedness correlates with better mental health outcomes, lower levels of anxiety/depression, fewer risk-behaviours (substance use, early sexual activity, violence) among students.**
- **A healthy school climate (which supports connectedness) is linked to outcomes like increased social-emotional learning, improved sense of belonging, stronger relationships.**
- **There's evidence the effect of connectedness lasts: Students who report higher connectedness show positive health and adult-life outcomes later on.**
- **Connectedness is especially critical for students from marginalized communities, who often report lower levels of perceived connection. Equitable efforts to build connection matter.**

Connection at School

Schools as Relationship Ecosystems

- ▶ Schools are one of the most stable relational settings for families.
- ▶ When caregivers feel known and respected, students show higher attendance, engagement, and motivation.

Examples: advisory systems, restorative practices, parent-teacher partnerships, classroom “community circles.”

Strategies for Service Providers and Educators

- Support providers to view families through a **strengths-based lens**.
- Encourage shared language between home and school (emotion words, coping tools).
- Bridge communication gaps — learn and educate providers about family cultural, family patterns, and family expectations

What helps or hinders trust between school and families in your community?

The background of the slide features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

“As I finish my tenure as Surgeon General, this is my parting prescription, my final wish for all of us: **choose community.**”

Murthy, V. H. (2017). **Parting Prescription: Choose Community.** U.S. Surgeon General.

Community Protective Factors

CDC – Risk and Protective Factors, Adverse Childhood Experiences (ACEs)

- Communities where families have access to economic and financial help.
- Communities where families have access to medical care and mental health services.
- Communities with access to safe, stable housing.
- Communities where families have access to nurturing and safe childcare.
- Communities where families have access to safe, engaging after school programs and activities.
- Communities where families have access to high-quality preschool.
- Communities where adults have work opportunities with family-friendly policies.
- Communities with strong partnerships between the community and business, health care, government, and other sectors.
- Communities where residents feel connected to each other and are involved in the community.
- Communities where violence is not tolerated or accepted.

What is missing in your community?



Connection in the Community

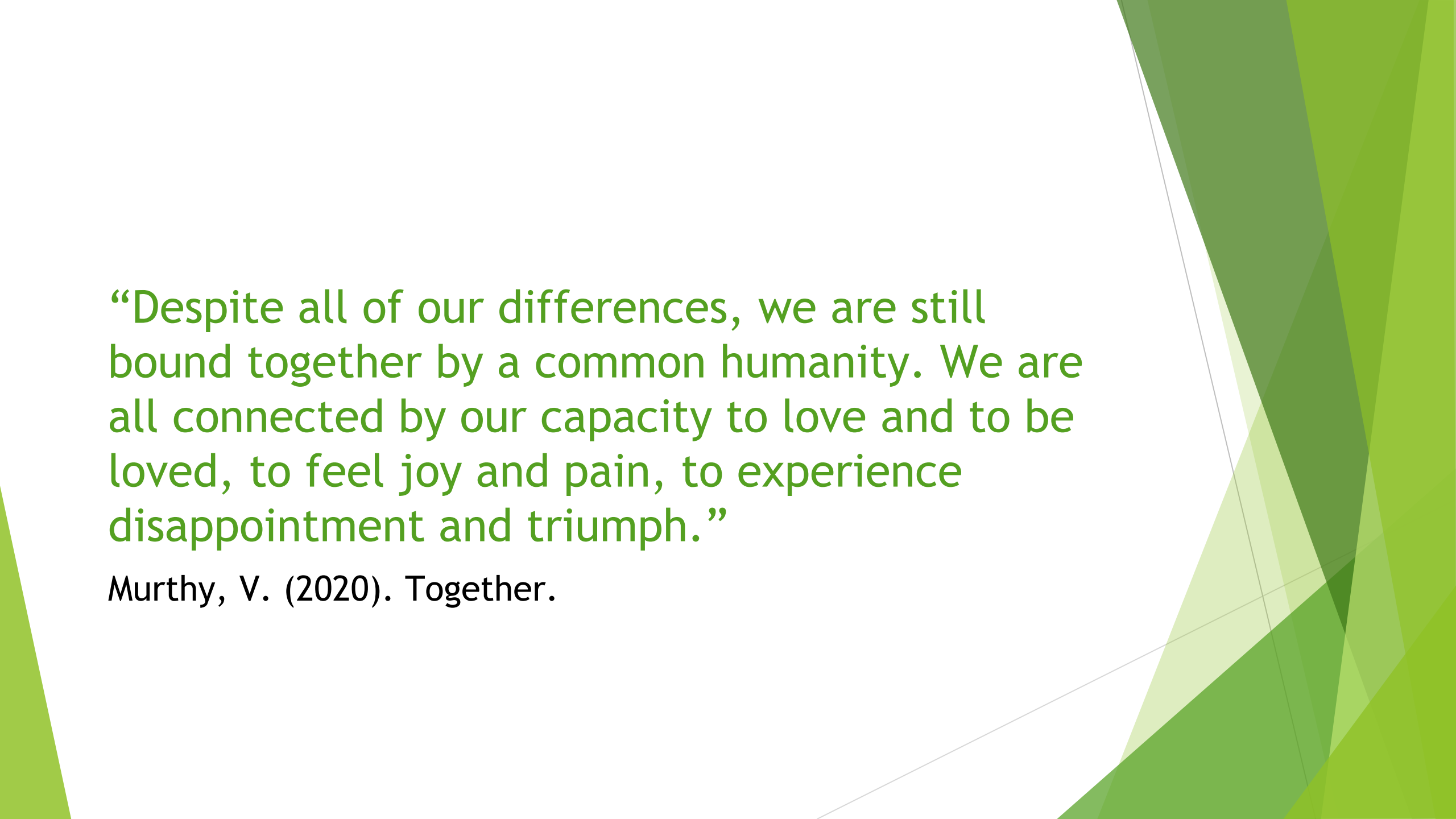
Why Community Matters

- Families thrive when they are part of networks of support
- Belonging reduces stress and isolation
- Shared spaces + shared experiences = shared identity & meaning

What Community Connection Looks Like

- Rec sports teams, music groups, cultural gatherings
- Libraries, youth programs, shared meals, neighborhood rituals
- Intergenerational relationships (coaches, mentors, elders, neighbors)



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“Despite all of our differences, we are still bound together by a common humanity. We are all connected by our capacity to love and to be loved, to feel joy and pain, to experience disappointment and triumph.”

Murthy, V. (2020). Together.

Connection as the job

Service providers become bridge-builders:

- **between home and school**
- **between families and resources**
- **between caregivers and community**
- **between kids and the adults who help them feel safe**

Provider Strategies

Instead of asking:

“What is this family struggling with?”

We ask:

“What or who is missing from this family’s support network?”

Instead of:

“How do we fix this behavior?”

We ask:

“How do we restore connection?”

|

Key Takeaways

Connection is protective

Connection is reparative

Connection is essential



When we build communities of care, family thrive

Resources

Research Institute, Developmental Assets® Framework.

CDC, ACEs: Risk & Protective Factors.

Cohen, L. (2001). Playful Parenting.

Bailey, B. (2000). I Love You Rituals.

Garbacz, S. et al. (2022). Family–School Collaboration in MTSS.

Garbacz & Sherwood (2019). Advances in Family–School–Community Partnering.

Sheridan & Christenson (2009). The Power of Family–School Partnering.



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Session 3, Applying Skills to Support a Community in Distress: Connection and Hope

November 12, 2025

Today's Program

- Brief housekeeping
- Didactic: Applying Skills to Support a Community in Distress: Connection and Hope by Lucy Pilcher, MSW, LICSW
- Case Presentation: group
- Discussion
- Summary
- Up Next



Boundaries in Helping Professions: Building Resilience, Preventing Burnout, and Empowering Clients

A Guide to Healthy Professional Boundaries

LUCY PILCHER, MSW, LICSW

DARTMOUTH HEALTH

Learning Objectives

- ▶ Understand the importance of boundaries for professionals in helping roles
- ▶ Define the different types of boundaries helping professionals may need to set
- ▶ Develop knowledge of ways to practice boundary setting
- ▶ Increase knowledge of potential risks and benefits related to boundary setting for self and clients

Boundaries-Why are they important in the helping professions

- ▶ Addresses the challenge of providing support while maintaining personal well-being
- ▶ Healthy boundaries are associated with burnout prevention and greater resilience to compassion fatigue
- ▶ Empowerment of clients

Personal and professional boundaries

Personal Boundaries

Personal boundaries are the **physical, emotional and mental limits** people use to protect themselves from being drawn too much into their clients' lives and from being manipulated or violated by others. They allow professionals to maintain **psychological safety** for themselves and their clients, and make objective decisions about the process to most effectively assist clients to achieve their goals.

Professional Boundaries

Professional boundaries are the **legal, ethical and organizational frameworks** that protect both clients and employees, or workers, from physical and emotional harm, and help to maintain a safe working environment.

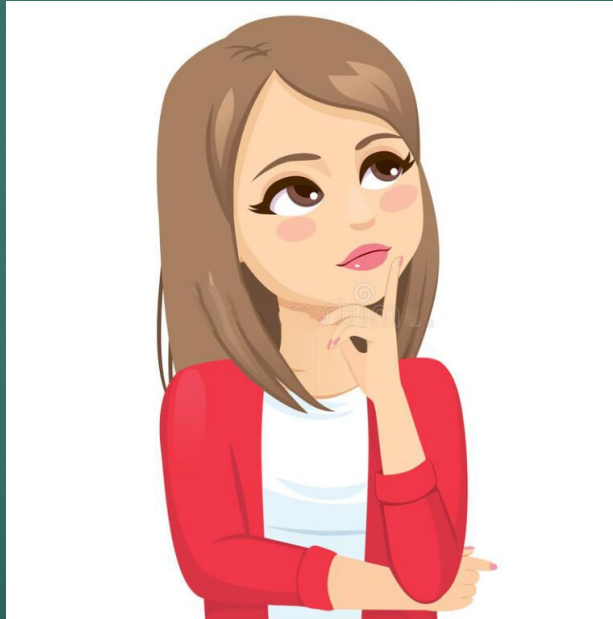
My boss texted me at 7pm to remind me about our 8am meeting and ask me a question

A parent brought me an expensive gift to say thank you for helping them so much

It's Saturday morning and the school I work at is having an event, they asked for volunteers

My client asked for my cellphone number, but they said only for emergencies

My client is also a fellow parent at my kids school, she's having a holiday party and invited me



My schedule is full but my client called saying they need me, I'll just work late

Types of boundaries

Financial

Time

Resources

Energy

Emotional

Ethical

Types of boundaries-Examples

Financial

Define limitations on
pro bono work or
overtime pay
Giving money to
clients

Time

Limitations around
working outside of
scheduled work hours
Email, texts, prep,
adding clients.

Resources

Establish limits on what
can be offered and
what is outside of
scope

Legal

Disclosure of client
information

Energy

Consider how much
energy you are
putting into something
versus your client

Emotional

Keeping emotional
investment balanced

Ethical

Consider
empowerment versus
rescuing

Tools for practicing boundary setting

- **Self-awareness:** Recognize when your limits are being tested. If something doesn't feel right, pause and consider that feeling and what it might indicate.
- **Clear Communication:** Explicitly state what you can and cannot offer to clients.
- **Role-Modeling:** Demonstrate healthy boundary-setting in interactions with clients.
- **Assertiveness:** Using "I" statements and being direct, notice if this brings up unjustified guilt.
- **Supervision/Support:** Seeking regular supervision or peer support to reinforce boundaries.
- **Time Management Tools:** Scheduling tools, reminders, and agendas to maintain time limits. Proactive boundaries to protect personal time.

Boundaries, equity and unintentional harm

- ▶ Maintaining healthy boundaries not only protects us as professionals but protects our clients from unintentional harm and discrimination.
- ▶ When we blur boundaries for some clients but not others this is problematic in many ways and can lead to legal, professional, emotional and ethical difficulties.
- ▶ What makes you blur a boundary for one client or family but not another? Can you back up this decision with sound reasoning if things don't turn out as you had planned? How might it feel to your other clients that you do hold firm boundaries with?

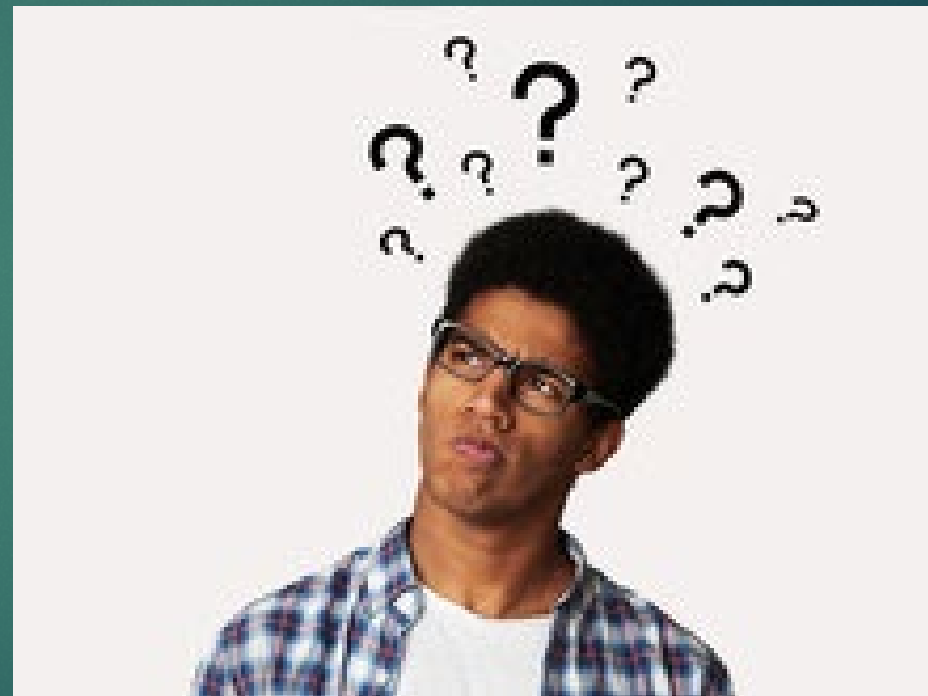
Overcoming challenges in boundary setting

Resistance from Clients: How to handle clients who may push boundaries.

Guilt: Addressing feelings of guilt or fear of disappointing clients or colleagues.

Cultural Factors: Considering cultural expectations and how they may affect boundary setting.

Revisiting Boundaries Regularly: The importance of reevaluating and adjusting boundaries as needed.



Empower without rescuing

Rescuing

- Increases dependence on individuals or systems
- Impacts a person's ability to feel self-efficacy, autonomy and control
- May increase sense of helplessness
- In professional setting may enable an ineffective or unreasonable expectation to continue
- Does not teach tools for the next challenge

Empowerment

- Is anti-oppressive
- Particularly important for marginalized groups who have been disempowered by systems and oppression
- Increases self-efficacy and belief in self and own abilities
- Increases resilience
- Collaborative approach to problem solving
- Develops tools for future challenges

Tools

- Encourage client to define the goal or desired outcome-this may differ from yours!
- Shared efforts with action items
- Collaborative problem solving
- Healthy boundaries
- Respect for individual right to autonomy and self-determination

Summary

- ▶ Healthy boundaries are a necessity in the helping professions
- ▶ Healthy boundaries protect you and your clients
- ▶ Require frequent consideration and intentional action
- ▶ Both personal and professional boundaries are important
- ▶ Promote anti-oppressive, non-discriminatory practices
- ▶ We are each responsible for setting and keeping our own boundaries even when individuals or systems challenge them
- ▶ Seek support and guidance from others

Discussion Group Norms

- **Everyone participates, no one dominates**
- **Share the air**
- **Assume positive intent**
- **Agree to disagree**
- **Explore interest, not positions**
- **Honor confidentiality**



The End

- Thank you!
- View course resources at the: [DH iECHO site](https://www.dartmouth-hitchcock.org/project-echo/)
- Recordings will be posted on the D-H ECHO website
<https://www.dartmouth-hitchcock.org/project-echo/enduring-echo-materials>