

Boundaries: providing a safe place for KARM's guests, residents, volunteers, and staff

Introduction

At KARM we constantly nurture the relationship between providing overwhelming biblical hospitality and living within boundaries that provide a safe place for all guests, residents, volunteers, and staff. At initial glance it might seem that these two ideas fall at differing ends of a spectrum. However, we find that one cannot exist without the other; in no way are the mutually exclusive. In order to effectively provide overwhelming biblical hospitality, boundaries are necessary to ensure safety and the forward moving focused nature of KARM's mission. Likewise, it is because we operate within a set of boundaries that we are more fully able to offer overwhelming biblical hospitality.

While working in an active, diverse, and dynamic environment inevitably result in a list of do's and don'ts, many may be easily summed up in the statement, *do no harm*. Rueben Job, retired Bishop in the United Methodist Church has the following to say about living in a *do no harm* fashion:

To do no harm means that I will be on guard so that my actions and even my silence will not add injury to another of God's children or any part of God's creation. [...] I will determine every day that my life will always be invested in the effort to bring healing instead of hurt; wholeness instead of division; and harmony with the ways of Jesus rather than the ways of the world. When I commit myself to this way, I must see each person as a child of God – a recipient of love unearned, unlimited, and undeserved – just like myself (Job, 2007).

The following analysis, content, and strategies reflect the intention to strengthen the relationship between demonstrating overwhelming biblical hospitality and establishing boundaries to keep guests, residents, volunteers, and staff safe; all wrapped in the overarching idea that we will *do no harm* and in every instance seek to love as Christ has loved us.

The training that results from this process will seek to unify our staff and provide consistency as we interact with the guests of KARM. Our guests will find far greater success at KARM when staff members are consistent in what we say and do.

Biblical Grounding

Bear one another's burdens, and in this way you will fulfill the law of Christ. [...] For all must carry their own loads. Galatians 6:2, 5

My son, Stop and Think lose sight of these - keep sound wisdom and discretion, and they will be life for your soul and adornment for your neck. Then you will walk on your way securely, and your foot will not stumble. If you lie down, you will not be afraid; when you lie down, your sleep will be sweet. Stop and Think be afraid of sudden terror or of the ruin of the wicked, when it comes, for the LORD will be your confidence and will keep your foot from being caught. Proverbs 3:21-26

All things are lawful,” but not all things are beneficial. “All things are lawful,” but not all things build up.
1 Corinthians 10:23

Thus he has granted to us his precious and very great promises, so that through them you may become partakers of the divine nature, having escaped from the corruption that is in the world because of sinful desire. For this very reason, make every effort to supplement your faith with virtue, and virtue with knowledge, and knowledge with self-control, and self-control with steadfastness, and steadfastness with godliness. 2 Peter 1:4-6

Pedagogical Approach

Instruction for training will primarily utilize instructivist and constructivist learning theories. Instruction will be offered through face to face instructor led training, case studies, role playing, online videos, online discussion forums, and downloadable manuals.

Target Learners

Boundaries clarification and training is important for all KARM staff. Volunteers that greet guests on the courtyard, Frontline employees that scan overnight guests into the computer system , administrative staff handling the marketing of events, table facilitators in LaunchPoint as well as all others who do work at KARM need to operate within reasonable boundaries with our guests and understand the rationale behind them.

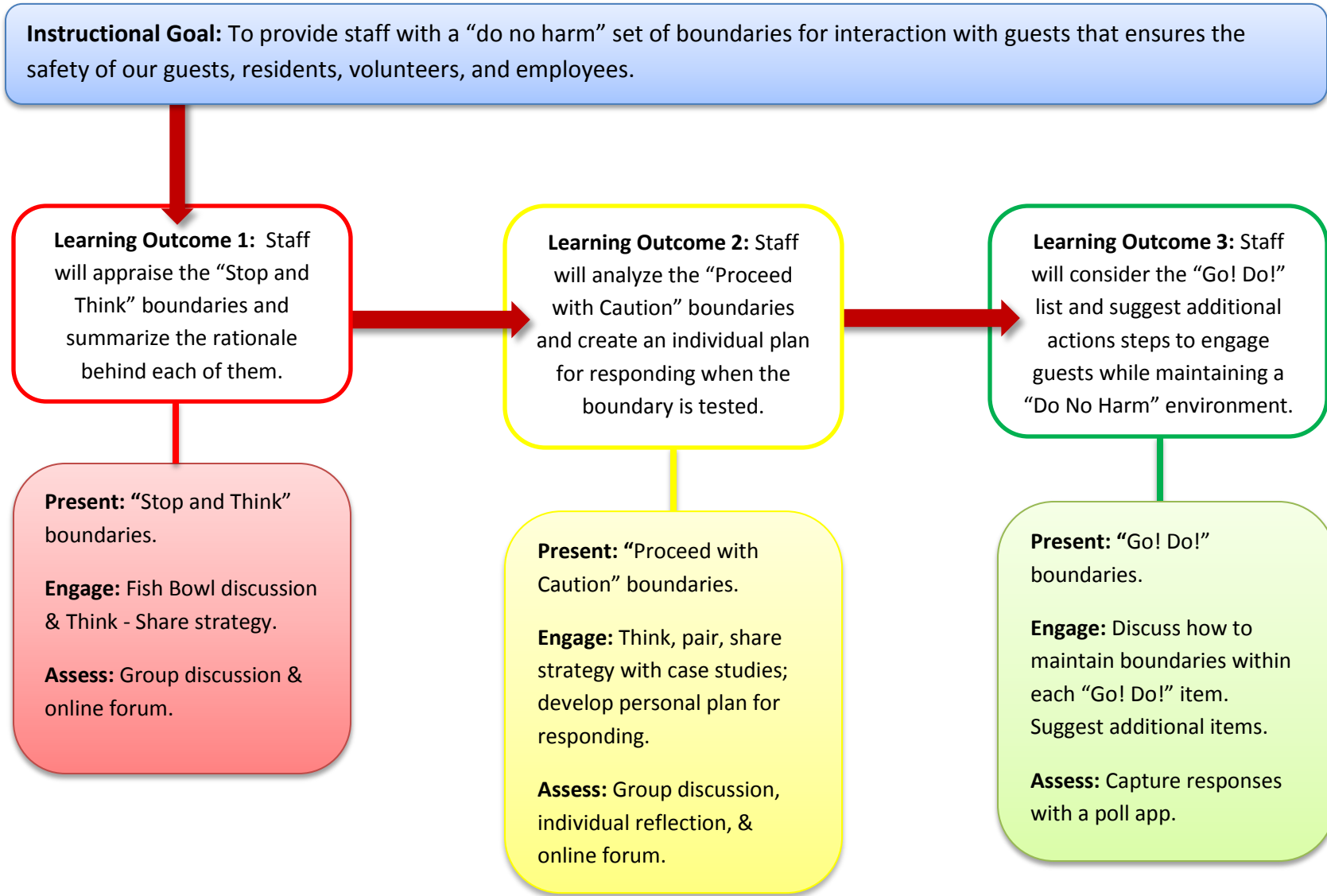
Instructional Goal

To provide staff with a “*do no harm*” set of boundaries for interaction with guests that ensures the safety of our guests, residents, volunteers, and employees.

Analysis (Diagram 1)



Content Map (Diagram 2)



Instructional Treatment (Table 1)

Learning Outcome	Instructional Strategies	Assessments	Technologies Required
1.0 Staff will appraise the “Stop and Think” boundaries and summarize the rationale behind each of them.	1a. Instructor will present the “Stop and Think” boundaries (F2F & video online).	1a. (F2F) Ask audience participation questions & allow participants to ask questions of instructor for clarification. (Online) Email questions to instructor for clarification.	1a. (F2F) Presentation software presentation, projector, and screen. Copies of handouts. (Online) video of Presentation software/F2F presentation.
	1b. (F2F) Staff will engage in a <i>Fish Bowl</i> discussion to process the “Stop and Think” boundaries and propose the rationale that supports each. (Online) Individuals will use a Think – Share strategy to process and provide rationale for the “Stop and Think” boundaries.	1b. Groups (F2F), and individuals (online) will report back the proposed rationale that supports each “Stop and Think” boundary. Instructor will take flip-chart notes during the discussion. Instructor will offer additional clarification and feedback needed.	1b. (F2F) flip chart, newsprint, tape, markers (Online) computer, internet access, invitation to Google Group, specific forum thread.
2.0 Staff will analyze the “Proceed with Caution” boundaries and create an individual plan for responding when the boundary is tested.	2a. Instructor will present examples of the “Proceed with Caution” boundaries (F2F & video online).	2a. (F2F) Ask audience participation questions & allow participants to ask questions of instructor for clarification. (Online) will complete an online Google form	2a. (F2F) Presentation software presentation, polleverwhere.com, projector, and screen. Copies of handouts. (Online) computer, access to the internet, video of Presentation software/F2F presentation & Google form.
	2b. Small groups (F2F), or individuals (Online), will (F2F) Engage a think-pair-share strategy to analyze case studies, discuss	2b. Groups (F2F), or individuals (Online), will report back the possible responses and justification for their actions.	(F2F) case studies, flip chart, newsprint, tape, markers (Online) computer, internet

	possible responses, and justify their action.		access, invitation to Google Group, specific forum thread.
	2c. Individuals will create a personal plan for responding when boundaries are tested.	2c. (F2F) Staff will share their individual plan with another staff member and then may share with the larger group. (Online) Staff will email their personal plan to the training instructor.	(Online) computer, internet access, invitation to Google Group, specific forum thread.
3.0 Staff will consider the “Go! Do!” list and suggest additional actions steps to engage guests while maintaining a “Do No Harm” environment.	3a. (F2F) Small groups will discuss the “Go! Do!” list and how to maintain healthy boundaries within action items. (Online) Individuals will consider the Go! Do! list and how to maintain healthy boundaries within action items.		3a. (F2F) “Go! Do!” handout
	3b. Small groups (individuals online) will discuss and will suggest three additional “Go! Do!” items that they would add to the list.	3b. (F2F) Polleverywhere.com will be used to capture responses. (Online) A Google Group forum will be used to capture these responses.	3b. (F2F) Polleverywhere.com poll, projector, and screen. Copies of handouts. (Online) Google Group forum URL

Implementation and Evaluation Strategies

The nature of ministry and work at KARM require that staff be available at all hours of the day every day of the year. Finding a single time when training would be offered to all employees and volunteers is nearly impossible. Therefore, training will be offered multiple times at varying times of the day for instructor led face to face training. Scheduling training at the first week of the month may be beneficial as the number of guests seeking service is traditionally lower. Our best efforts to meet the needs of staff with varied hours and responsibilities may not cover everyone, as a result we will also offer online asynchronous training that staff can work through and respond to at times that are more convenient for them. For this iteration of training, Google Groups will be used heavily as a means for posting responses and facilitating interaction with others being trained online.

Face to Face instruction will consist of presentations, group discussion, consideration of case studies, and individual reflections. Online instruction will consist of video based presentations, individual reflection, commenting on the posts of others, and feedback from other learners as well as the instructor.

Since evaluation is critical in all training design and implementation, the Boundaries Training will undergo an iterative evaluation process throughout each step culminating in summative evaluation at the end of the training in preparation for the next time that it is offered. Following the analysis phase, a group of key stakeholders were asked to evaluate and assess that the information gathered was accurate and complete. The design document will go through a similar process with sign-offs by appropriate leadership. After developing a training prototype the instruction will be piloted with a small group to assess strengths and weaknesses. Only then will plans be made to roll the training out to the KARM staff. Upon completion of the initial training series Kirkpatrick's evaluation model will be used to gauge engagement, usefulness, and effectiveness as follows (Table 2).

Evaluation of actual training: content, delivery, value, etc. will take place using anonymous Google Forms. Results will be compiled and shared with key stakeholders in order to make future improvements.

Table 2

Kirkpatrick's Levels of Evaluation	Evaluation
Reaction	(F2F) monitored through individual and group participation as observed by the instructor and elicited group polls. (Online). Also through Google Forms once individual trainings are complete.
Learning	Monitored through documents turned in and through online postings and a summative evaluation completed at the end of the training.
Behavior	Monitored over a longer period of time by area supervisors to ensure that staff are maintaining appropriate boundaries and referring them to the online offerings if follow up is needed.
Results	Monitored over a longer period of time by supervisors and

	senior leadership to ensure that the incidents of inappropriate boundaries will be fewer over time.
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Content Detail: Think of a traffic light

Outcome 1.0: Staff will appraise the “Stop and Think” boundaries and summarize the rationale behind each of them.

Pedagogical Approach: Instructivist and constructivist

Terminology: Boundaries, personal information, gifts, self-disclosure, confidentiality, Google Group, post, thread



1a. Instructor will present the “Stop and Think” boundaries.

1. Presentation software (F2F), video/screencast (online), presentation covering:
 - a. Brainstorm boundaries thoughts using Polleverywhere.com
 - b. Introduction – Narrative storytelling
 - c. Instructional Goal
 - d. Stop and Think:
 - i. Give out personal phone numbers
 - ii. Give out personal address
 - iii. Take guests to your home
 - iv. Give guests money or special gifts
 - v. Have romantic relationships with guests
 - vi. Hire guests
 - vii. Criticize KARM staff, organization, other institutions, political parties, churches, governments, etc.
2. (F2F) Instructor will ask for learner feedback to assess muddy areas and then endeavor to clarify areas that need it. (Online) learners will respond to the following thread in the KARM Boundaries Training Google group: <https://groups.google.com/d/topic/karm-boundaries-training/rN2pYLdqECA/discussion>

1b. (F2F) Staff will engage in a *Fish Bowl* discussion to process the “Stop and Think” boundaries and propose the rationale that supports each.

1. Individuals will reflect on the “Stop and Think” list to gather their thoughts and begin to form some individual rationale for each.
2. Engage a Fish Bowl strategy for discussion:
 - a. A small group of four will be seated at the center of the discussion with everyone else in a larger circle surrounding the small group.
 - b. The inner circle begins the discussion around the Stop and Think list, why they are boundary issues, and what the rationales behind them are.
 - c. The outer circle will take notes and create questions that can facilitate further conversation in the inner circle.

- d. The instructor will move individuals in and out of the inner circle from those sitting on the outside.
3. The instructor will offer additional clarification if needed.

1b. (Online) Engage in a think-share strategy to process the “Stop and Think” boundaries and propose the rationale that supports each.

1. Individuals will reflect on the “Stop and Think” list and determine the rationale that supports each.
2. Individuals will report their rationale in a Google Group thread; they will also comment on the posts of two other people in the same group: https://groups.google.com/d/topic/karm-boundaries-training/FYaG8ig_ssM/discussion
3. The instructor will offer additional clarification and feedback for online learners.

Outcome 2.0: Staff will analyze the “Proceed with Caution” boundaries and create an individual plan for responding when the boundary is tested.

2a. Instructor will present the “Proceed with Caution” boundaries.

1. Presentation software (F2F), video/screencast (online), presentation covering:
 - a. Giving rides in personal vehicles
 - b. Limiting sticky/controversial topics in conversation
 - c. Accepting connections on Social media
 - d. Initiating hugs or embraces with a guest
 - e. Confidentiality
 - f. Limiting fraternization
 - g. Dress appropriateness
 - h. Making promises

2b. (F2F) Small groups will engage a think-pair-share strategy to analyze case studies, discuss possible responses, and justify their action.

1. Distribute case studies to individuals and use the think-pair-share (F2F) strategy to evaluate each.
2. Individuals will evaluate their own case study and decide on possible individual responses.
3. Individuals will then join together to form pairs and compare case studies and potential responses. In pairs they will seek to justify their responses in an effort to practice them before living them out in an actual situation.
4. Pairs will then share their case studies, possible responses, and justification for each with the larger group
5. After hearing the other responses, staff will determine which scenarios would be the most difficult for them to respond to and make a written plan for potential responses in each situation.

2b. (Online) Individuals will engage a think-share strategy to analyze case studies, discuss possible responses, and justify their action.

1. Individuals will choose two case studies (from the six posted) to evaluate and decide on possible individual responses. Case studies are listed in the Google Group - KARM Boundaries Training: <https://groups.google.com/forum/#!forum/karm-boundaries-training>. Staff will post potential responses as a reply to individual case studies and then reply to the posts of at least two other individuals.

2. Instructor will monitor training forum, gauge learning, respond to individual posts, ask probing questions, and attempt to facilitate further discussion.

2c. (F2F) Individuals will create a personal plan for responding when boundaries are tested.

1. Staff will consider the scenarios they have interacted with and others that have been presented create a written personal plan for responding when boundaries are tested.
2. Staff will share their personal plans with another staff member for feedback.
3. Staff will keep a copy for themselves and turn a copy in to the instructor (email is fine).

2c. (Online) Individuals will create a personal plan for responding when boundaries are tested.

1. Staff will consider the scenarios they have interacted with and others that have been presented create a written personal plan for responding when boundaries are tested. Staff will respond as a part the Google Group thread found here: <https://groups.google.com/forum/#!topic/karm-boundaries-training/GHXqhHpd5rA>
2. The instructor will offer feedback through the forum thread.

Outcome 3.0 Staff will consider the “Go! Do!” list and suggest additional actions steps to engage guests while maintaining a “Do No Harm” environment.

3a. (F2F) Small groups will discuss the Go! Do! list and how to maintain healthy boundaries within action items. (Online) Individuals will consider the Go! Do! list and how to maintain healthy boundaries within action items.

3b. Small groups (individuals online) will discuss and will suggest three additional “Go! Do!” items that they would add to the list.

Types of Learning

Cognitive:

- Use of *defined concept formation* to determine rationale behind presented boundaries.
- Use of cognitive *strategies* to elaborate on individual ideas by combining them with the ideas of others. Use *rule application* to adopt organizational standards and define and adopt personal standards where boundary lines may be less clear.
- Use of *metacognitive strategies* to encourage self-awareness and self-regulating behavior through case studies and role playing.

Affective:

- Attitudes are affected through prior beliefs and values and interpreted in light of consequences for both staff and guests.

Interpersonal:

- Interpersonal skills are strengthened through group work and case studies, again encouraging self-awareness and reflection as staff prepares to engage guests with healthy boundaries.

Works Cited

Job, R. P. (2007). *Three Simple Rules a Wesleyan Way of Living*. Nashville: Abingdon Press.

BOUNDARIES

Instructional Goal

To provide Staff with a “*do no harm*” set of boundaries for interaction with guests that ensures the safety of our guests, residents, volunteers, and employees.

What is the purpose of a fence?

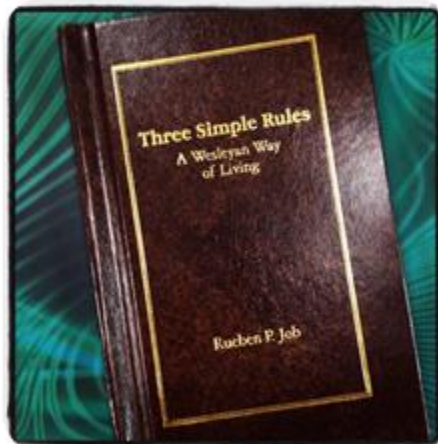


Burden vs. Load

Bear one another's burdens, and in this way you will fulfill the law of Christ. [...] For all must carry their own loads. Galatians 6:2, 5



Three Simple Rules



Rueben Job

1. Do no harm
2. Do good
3. Stay in love with God

Do No Harm

To do no harm means that I will be on guard so that my actions and even my silence will not add injury to another of God's children or any part of God's creation. [...] I will determine every day that my life will always be invested in the effort to bring healing instead of hurt; wholeness instead of division; and harmony with the ways of Jesus rather than the ways of the world. When I commit myself to this way, I must see each person as a child of God – a recipient of love unearned, unlimited, and undeserved – just like myself (Job, 2007).



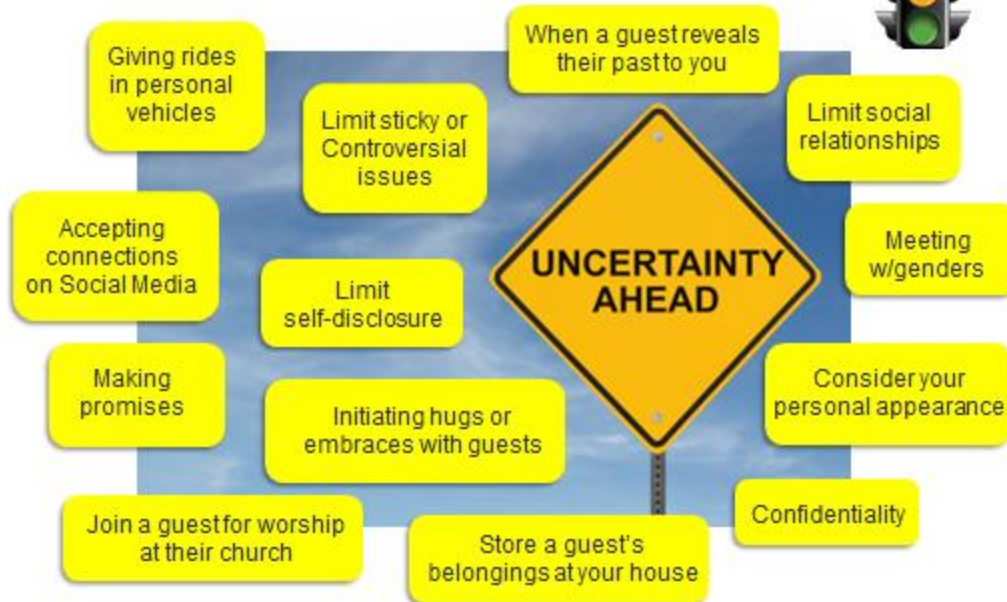
Outcomes

1. Staff will appraise the “Stop and Think” boundaries and summarize the rationale behind each of them.
2. Staff will analyze the “Proceed with Caution” boundaries and create an individual plan for responding when the boundary is tested.
3. Staff will consider the “Go! Do!” list and suggest additional actions steps to engage guests while maintaining a “Do No Harm” environment.

Stop and Think



Proceed with Caution



Go! Do! These things



Of the **Stop and Think** topics, which one did you get stuck on? How will stopping and thinking about these topics affect your actions in the future?



Proceed with Caution items - Which ones are easy for you to set clear boundaries with? Which ones do you struggle with? How will your action plan help you move forward?

Go! Do! Action steps...which ones do you see yourself using regularly, how?

Suggested Resources

Cloud, H., & Townsend, J. S. (2002/1992). *Boundaries: when to say yes, how to say no to take control of your life*. Grand Rapids, Mich.: Zondervan Pub. House.

Job, R. P. (2007). *Three simple rules, a Wesleyan way of living*. Nashville: Abingdon Press.

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Lupton, R. D. (2011). *Toxic charity: how churches and charities hurt those they help (and how to reverse it)*. New York, NY: [HarperOne](#).

[Rennebohm, C.](#), & Paul, D. W. (2008). *Souls in the hands of a tender God: stories of the search for home and healing on the streets*. Boston: Beacon Press.