CHAPTER 18

ESTABLISHING PROFESSIONAL BOUNDARIES

Why Teach About Establishing Professional Boundaries in a Clinic Seminar?

A class on professional boundaries might not be something students expect to see on a clinic seminar syllabus. But there is no question that this skill is one of the "central developmental challenges" of becoming a lawyer.[1] Professor Elizabeth Gaufberg and her colleagues note in the medical school context that successful boundary development keeps students "from becoming overwhelmed by the intensity of the student-[client] relationship," and "allows them to retain and channel empathy . . . "[2] Despite the centrality of this skill, there are few opportunities to develop it during law school. And although boundary issues may arise as a learning opportunity in the clinic supervision context, an individual student may not encounter a sufficiently diverse range of issues to prepare her for the challenges of post-graduate practice. By surfacing these issues in the class-

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[1] Elizabeth Gaufberg, Nicole Baumer, Margaret Hinrichs, & Ed Krupat, "Professional Boundaries: The Perspective of the Third Year Medical Student in Negotiating Three Boundary Challenges." Teaching and Learning in Medicine, 20(4) 224–229 at 334 (2008). Although this article discusses boundary challenges in the context of teaching medical students, the issues raised apply equally to legal education.
[2] *Id.* at 334.

room, a clinician can ensure that all students will begin to identify and develop strategies for handling the fundamental piece of assuming a professional identity.

Factors to Consider in Planning a Class on Establishing Professional Boundaries

Learning Goals

The possible goals for a class on professional boundaries may include the following:

- Help students identify, anticipate, and plan the situations in which professional boundary issues may arise.

  To assess learning in relation to this goal, look for student behaviors such as:

  - Articulation of one's own boundary limitations in the professional context
  - Efforts to plan and anticipate potential boundary issues with clients and others
  - Connections made between uncomfortable or challenging client interactions and either the lawyer's need to set boundaries with the client or the client's efforts to set boundaries with the lawyer

- Help students understand the complexities involved and the potential for individual differences in defining where an individual lawyer may draw the line on a boundary issue.

  Look for:

  - Explicit acknowledgement that there rarely is a single "correct" response for the resolution of boundary issues
  - Generation of multiple options for resolution
  - Identification of the pros and cons of each available option
  - Strategic selection of the most appropriate course of action

- Help students identify and fully explore potential constraints imposed by the *Rules of Professional Conduct*.

  Look for:

  - Identification of limitations created by the *Rules*
  - Demonstrated flexibility within apparent *Rules* constraints

- Help students understand the long-term implications of short-term choices.

  Look for:

  - Identification of both immediate and long-term potential harms and benefits to the client that could result from each possible approach
  - Identification of both immediate and long-term potential harms and benefits to the attorney that could result from each possible approach
  - Identification of both immediate and long-term potential harms and benefits to the legal representation that could result from each possible approach

Common Student Misunderstandings

As a general rule, student expectations about the boundaries in the attorney–client relationship vary greatly. Some students hope to form friendships with their clients, in addition to their professional relationships. Others believe that good lawyering requires constant availability, including a response to every client demand, regardless of the circumstances, and no matter how tangentially related to the agreed-upon legal representation. Others believe that clients need to empower themselves and that relaxing any professional boundary creates an unhealthy dependency. Still others feel that if they allow even the slightest boundary crossing, they may lose all ability to limit a client's intrusion into their personal, private lives. And because clinic constitutes most students' first real opportunity to work extensively with clients, few of these assumptions are based on actual experience with the realities of practice.

In addition, students frequently begin their clinic experience with deeply held preconceptions about who their clients are and the relationships they will have with them. In some clinics (domestic violence or child welfare, for example), many students expect their clients to be vulnerable, helpless victims; they expect to play the role of a knight in shining armor, providing rescue and safety. Students entering a criminal defense clinic, in contrast, might expect to dislike their clients, many of whom have presumably broken the law. Student expectations about how they will feel about or bond with their clients often shift with experience; over time, many come to realize that their "victim" clients are as likely to be angry and outraged as passive and scared. Those who began the clinic being suspicious of their criminal clients may begin to connect with their compelling humanity, or develop a sense of outrage about the operation of the criminal justice system and come to see their clients as victims of oppression. At the outset, however, these initial expectations can unconsciously affect student expectations and actions in relation to professional boundaries.

Finally, as students take on the role of lawyer for the first time, they may succumb to a variety preconceived ideas of how a lawyer "should" act. It may be a struggle for them to hold onto their authentic selves as they develop this professional aspect of their identity.

Reading Assignments

1. Jane Aiken & Stephen Wizner, *Law as Social Work*, 11 WASH.U. J. L. & POL'CY 63 (2003).

2. *Model Rules of Professional Conduct*, (https://georgetown.box.com/s/5oyn7vibchc1nwkzewqt, Establishing Professional Boundaries: "Model Rules of Professional Conduct").

   NOTE: Lawyers often assume that the *Rules of Professional Conduct* provide concrete guidance about the appropriate boundaries of an attorney–client relationship. In fact, they offer precious little help in this area. To prepare for class, skim the *Rules* to gain familiarity about the few places where they address any aspect of the boundaries that attorneys are required to set when defining the scope and substance of their relationships with clients.

Assignment in Preparation for Class

Ask the students to take some time to reflect on one or two challenging experiences they have had in establishing an interpersonal boundary with someone—a family member, a friend, an intimate partner, someone at work. Tell them to consider the following questions, and jot down notes to bring to class (the notes are solely for their use, to help guide their thinking, and will not be collected or distributed):

> Identify and describe the situation in which you felt you needed to draw a boundary. (It does not matter whether or not you ultimately did so, or did so successfully; just think of a situation where you felt that a boundary was needed.)
>
> - What options were available to you in this situation?

    - What were the pros and cons of each option?
- Did you ultimately decide to draw a boundary in this situation?
    - If so, how did you do it, in terms of words and/or actions?
    - If not, why not?
- How did your decision affect your relationship with the other person?
- When you reflect on this boundary-drawing experience, what connections do you see with places where you have drawn or would expect to draw boundaries with a client?
- How does your decision about where to draw boundaries relate to your vision of yourself as a lawyer?
    - About the relationships you want to have with clients in the clinic and in your future professional life?

Planning the Class

Introductory Lecture and Warm-Up Exercise

This class will focus on the importance of establishing professional boundaries and some of the challenges inherent in doing so. It is likely that many of you have had experience with the need to set interpersonal boundaries. This need can arise in our personal lives, with family, intimate partners, former intimate partners, and friends, as well as in our work lives, with colleagues, supervisors, and clients. Every interpersonal relationship comes with its own set of boundaries, whether they are spoken or unspoken, settled or unresolved, agreed upon, vague, or contested. The skill of establishing boundaries is multi-faceted and complex; different aspects of this skill present challenges for different people.

The assignment in preparation for class was designed to help you reflect on your own experiences in establishing and negotiating boundaries. Let's take a few minutes to share some of those reflections as a warm up for the exercises we will engage in today.

Ask two or three students to volunteer to share the boundary experiences they identified for the pre-class assignment. Use selected prompts from the assignment, reproduced below, to guide their presentations:

- Describe the boundary issue you identified.
- What options where available to you in this situation? What were the pros and cons of each option?
- Did you ultimately decide to draw a boundary in this situation?
    - If so, how did you do it, in terms of words and/or actions?
    - If not, why not?
- How did your decision affect your relationship with the other person?

Based on these life experiences, each of you probably has a sense of which aspects of boundary-setting you find particularly challenging. A few examples:

- Some people tend to be conflict avoidant, and may be uncomfortable discussing boundary issues directly. An indirect approach may sometimes lead to less-than-desirable results.
- Others may have trouble drawing boundaries with certain types of people; it could be people who are particularly vulnerable, or those who are particularly invulnerable.
- Some people struggle with boundaries in situations or during time periods when they themselves are feeling particularly vulnerable.
- Others may be rule-oriented, quick to draw clear and generally static boundaries, and have trouble recalibrating even when this approach may result in a loss of connection, trust, and intimacy.

There are endless variations here. But regardless of what particular kind of boundary issues you find least and most difficult, you will be confronted with a wide variety of new challenges as you shift into the role of professional lawyer. Whatever the issue, it is important to identify it clearly and to make intentional, goal-driven choices about how to resolve it, so that your ability to establish boundaries promotes rather than hinders your ability to be an effective legal professional.

The exercises and conversations we will engage in today are structured to help you begin to both (1) identify and anticipate these new boundary issues, and (2) develop strategic approaches for dealing with them.

Exercise[3]

Explain to the students that you are going to present a series of scenarios, each one raising a different issue related to professional boundaries. The class will then discuss the issue presented, the options available to the lawyer, and the pros and cons of each option. Each of the scenarios below and the discussions that follow require approximately 30–45 minutes of class time. As a result, it is unlikely that more than two can be covered in a two-hour class. We provide four scenarios so that clinicians can select those that best fit the issues that arise in their particular programs.

SCENARIO I
SHARING PERSONAL INFORMATION

Explain to the students that you will be role-playing a client, Ms. Green, who is meeting with a clinic student for an interview to discuss some of the critical facts related to the representation.

> *Script*: "So, actually, it's really hard for me to remember anything that happened that night, because I had done a lot of drugs, and I was really high. So a big part of the night is just a blank in my mind. Have you ever had that happen—getting high and being so out of it that you can't remember anything?"

Assignment

Learning Goal: Identify, anticipate, and plan for the situations in which professional boundary issues may arise.

Learning Goal: Understand the complexities involved and the potential for individual differences in defining where an individual lawyer may draw the line on a boundary issue.

Learning Goal: Understand the long-term implications of short-term choices.

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[3] The scenarios used in this chapter are adapted from those developed in Gaufberg, et al., *supra* n.1. Our colleague, Professor John Copacino, modified those scenarios to fit the law clinic context. It was at his urging that we began to consider boundaries as a seminar topic, and our scenarios are modeled on his.

Break the class up into small groups of 3 or 4 students each. Give them 5–7 minutes to take on the role of the student in the scenario, and discuss the questions set out below (it may be useful to either put these questions on the board or distribute them in the form of a handout).

Small Group Prompts

- What is the boundary challenge presented here?
- What possible courses of action are available to the student?
- Do the *Rules of Professional Conduct* provide any guidance here?

Full Group Report Back

Ask the class to come back together as a full group, and ask them to collectively name the boundary challenge presented. Next, ask each small group to share the possible options they came up with, and write each one on the board.

Full Group Discussion

Walk through each option listed on the board and, for each one, ask the students:

- What are the pros and cons of this option?
- How might this option affect your relationship with your client:
    - In the short-term?
    - In the long-term?
- What other long- or short-term consequences could flow from this option?

Small Group Discussion

Ask the students to return to their small groups and spend 10 minutes considering the following questions:

- Choose a course of action that you, as a group, agree is the best or one of the best strategic choices here. Based on your decision:
    - What specific *actions* would you take to communicate with your client about an appropriate boundary in this situation?

  - What specific *words* would you use to communicate with your client about an appropriate boundary in this situation?

Full Group Share and Compare

Ask one reporter from each group to share:

- What course of action did your group decide upon?
  - Why?
- What *actions* did you consider using to communicate with your client about your choice?
- What *words* did you consider using to communicate with your client about your choice?

Next, ask the full group:

- How could the student have anticipated this challenge in advance?
- What might you do to plan for this type of boundary challenge in your life as a lawyer?

SCENARIO II
CLIENT COMMUNICATION

Explain to the students that you will be role-playing a clinic student in a supervision session. She has asked to meet with a supervisor to discuss a challenge she is facing in her client representation work.

> *Script*: "I really need to talk to you about how things are going with my client, Ms. White. She has shared with me that she has no one in her life to talk to about some difficult experiences she's been having lately, about her family relationships, and also about some financial problems. Recently, she has started calling me on my cell phone at all hours of the day and night, just to talk—not about the legal representation, but about her family life. I've been picking up her calls every time because I'm worried that it might be an emergency related to the representation, and it's meant that I've had to walk away from dinner with friends, and I've been woken up at night. Ms. White really

needs to talk, and sometimes she goes on for quite a while. I'm just not sure if I'm handling this in the best way."

Assignment

Learning Goal: Identify, anticipate, and plan for the situations in which professional boundary issues may arise.

Learning Goal: Understand the complexities involved and the potential for individual differences in defining where an individual lawyer may draw the line on a boundary issue.

Learning Goal: Understand the long-term implications of short-term choices.

Break the class up into small groups of 3 or 4 students each. Give them 5–7 minutes to take on the role of the student in the scenario, and discuss the questions set out below (it may be useful to either put these questions on the board or distribute them in the form of a handout).

Small Group Prompts

- What is the boundary challenge presented here?
- What possible courses of action are available to the student?
- Do the *Rules of Professional Conduct* provide any guidance here?

Full Group Report Back

Ask the class to come back together as a full group, and ask them to collectively name the boundary challenge presented. Next, ask each small group to share the possible options they came up with, and write each one on the board.

Full Group Discussion

Walk through each option listed on the board and, for each one, ask the students:

- What are the pros and cons of this option?
- How might this option affect your relationship with your client:
    - In the short-term?
    - In the long-term?

- What other long- or short-term consequences could flow from this option?

Small Group Discussion

Ask the students to return to their small groups and spend 10 minutes considering the following questions:

- Choose a course of action that you, as a group, agree is the best or one of the best strategic choices here. Based on your decision:
    - What specific *actions* would you take to communicate with your client about an appropriate boundary in this situation?
    - What specific *words* would you use to communicate with your client about an appropriate boundary in this situation?

Full Group Share and Compare

Ask one reporter from each group to share:

- What course of action did your group decide upon?
    - Why?
- What *actions* did you consider using to communicate with your client about your choice?
- What *words* did you consider using to communicate with your client about your choice?

Next, ask the full group:

- How could the student have anticipated this challenge in advance?
- What might you do to plan for this type of boundary challenge in your life as a lawyer?

SCENARIO III
ACCEPTING A GIFT

Explain to the students that you will be role-playing a student who is talking to his supervisor about an interaction with a client, Ms. Brown, which occurred the previous day.

> *Script*: "As you know, I completed my representation of Ms. Brown, and when I met with her yesterday she told me how grateful she was for all of my hard work. I had also gotten to know her mom, because they live together, and Ms. Brown told me that her mom was also really happy with how everything turned out. Ms. Brown gave me an envelope with a card inside, from her mom. After the meeting, I opened the card and realized that it had $80 in cash inside. I know the family can't afford to spare anything close to $80—they're struggling just to pay the utility bills, and I felt really uncomfortable about accepting the money. I just don't know what to do."

Assignment

Learning Goal: Identify, anticipate, and plan for the situations in which professional boundary issues may arise.

Learning Goal: Understand the complexities involved and the potential for individual differences in defining where an individual lawyer may draw the line on a boundary issue.

Learning Goal: Understand the long-term implications of short-term choices.

Break the class up into small groups of 3 or 4 students each. Give them 5–7 minutes to take on the role of the student in the scenario, and discuss the questions set out below (it may be useful to either put these questions on the board or distribute them in the form of a handout).

Small Group Prompts

- What is the boundary challenge presented here?
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Full Group Report Back

Ask the class to come back together as a full group, and ask them to collectively name the boundary challenge presented. Next, ask each small group to share the possible options they came up with, and write each one on the board.

Full Group Discussion

Walk through each option listed on the board and, for each one, ask the students:

- What are the pros and cons of this option?
- How might this option affect your relationship with your client:
    - In the short-term?
    - In the long-term?
- What other long- or short-term consequences could flow from this option?

Small Group Discussion

Ask the students to return to their small groups and spend 10 minutes considering the following questions:

- Choose a course of action that you, as a group, agree is the best or one of the best strategic choices here. Based on your decision:
    - What specific *actions* would you take to communicate with your client about an appropriate boundary in this situation?
    - What specific *words* would you use to communicate with your client about an appropriate boundary in this situation?

Full Group Share and Compare

Ask one reporter from each group to share:

- What course of action did your group decide upon?
    - Why?
- What *actions* did you consider using to communicate with your client about your choice?
- What *words* did you consider using to communicate with your client about your choice?

Next, ask the full group:

- How could the student have anticipated this challenge in advance?

- What might you do to plan for this type of boundary challenge in your life as a lawyer?

SCENARIO IV
CRITICISM OF A CLIENT

Explain to the students that you will be role-playing a student who is talking to her supervisor about an interaction that occurred the previous day.

> *Litigation Clinic Script*: "I was working on my case yesterday, and I finally tracked down the witness we've been trying to find. But when I talked to her about my client and her story, the witness said, 'How can you represent such a liar? She's trying to pull one over on everyone. No way I'm talking to you.' I had no idea how to react."
>
> *Transactional or Project-Based Clinic Script*: "I was working on my project yesterday, and I finally tracked down the stakeholder we've been trying to find. But when I talked to her about my clients and what they're trying to accomplish, she said, 'How can you represent such a bunch of liars? They're trying to pull one over on everyone. No way I'm talking to you.' I had no idea how to react."

Assignment

Learning Goal: Identify, anticipate, and plan for the situations in which professional boundary issues may arise.

Learning Goal: Understand the complexities involved and the potential for individual differences in defining where an individual lawyer may draw the line on a boundary issue.

Learning Goal: Understand the long-term implications of short-term choices.

Break the class up into small groups of 3 or 4 students each. Give them 5–7 minutes to take on the role of the student in the scenario, and discuss the questions set out below (it may be useful to either put these questions on the board or distribute them in the form of a handout).

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Full Group Report Back

Ask the class to come back together as a full group, and ask them to collectively name the boundary challenge presented. Next, ask each small group to share the possible options they came up with, and write each one on the board.

Full Group Discussion

Walk through each option listed on the board and, for each one, ask the students:

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- How might this option affect your relationship with your client:
    - In the short-term?
    - In the long-term?
- What other long- or short-term consequences could flow from this option?

Small Group Discussion

Ask the students to return to their small groups and spend 10 minutes considering the following questions:

- Choose a course of action that you, as a group, agree is the best or one of the best strategic choices here. Based on your decision:
    - What specific *actions* would you take to communicate with your client about an appropriate boundary in this situation?
    - What specific *words* would you use to communicate with your client about an appropriate boundary in this situation?

Full Group Share and Compare

Ask one reporter from each group to share:

- What course of action did your group decide upon?
    - Why?
- What *actions* did you consider using to communicate with your client about your choice?
- What *words* did you consider using to communicate with your client about your choice?

Next, ask the full group:

- How could the student have anticipated this challenge in advance?
- What might you do to plan for this type of boundary challenge in your life as a lawyer?

Learning Prompts

The set of questions is designed to be posed in the context of a final full group discussion after the entire series of exercises is complete.

Learning Goal: Understand the complexities involved and the potential for individual differences in defining where an individual lawyer may draw the line on a boundary issue.

Prompts

Individual Differences

- You all came up with a range of different responses to each of the scenarios.
    - What might account for those differences?
    - What factors might contribute to the way each individual lawyer sorts out the best ways to handle a particular professional boundary situation?

Client Boundaries

- We have been focusing on how a lawyer decides where to draw a boundary with a client. Let's shift perspectives and consider the role that the client's need to set boundaries should play.
    - o Has anyone had an experience where they felt concerned that they might be crossing a boundary from their client's perspective?
    - o How might a lawyer anticipate or determine a client's boundary preferences?
    - o Do any of the options we identified earlier in response to the boundary scenarios appear to prioritize the lawyer's needs over those of the client?
    - o How should a lawyer balance client boundary preferences with his own, particularly when the two sets of boundaries are in tension?

Connection to Professional Role

- We began this class with a discussion of where and how you set boundaries in your *personal* relationships. Now we have spent time exploring some of the challenges that may arise in setting *professional* boundaries.
    - o Do you see any similarities in the way you approach boundary-setting in your personal versus your professional contexts?
    - o Do you see any differences?
- How have these exercises, together with your experiences with boundaries in general, affected your perceptions about the lawyer's professional role?
- How have these exercises made you think differently about your vision of yourself as a lawyer?
    - o About the relationships you want to have with clients in the future?
- How do you hope to achieve balance between your personal values and your professional role?

Wrap Up

Establishing attorney–client boundaries is a crucial part of developing a professional identity. Every relationship involving trust, respect, and open lines of communication requires some form of boundary-setting. But it often is unclear what those particular boundaries should look like. The *Model Rules of Professional Conduct* provide virtually no guidance for these types of decisions.

As a lawyer, you may decide to set different boundaries with different clients, or in different situations involving the same client. The most important issues here are that you are able to (1) identify and anticipate moments when professional boundary issues arise; (2) recognize that the *Rules of Professional Conduct* typically have little to contribute in defining the choices lawyers are permitted to make; and (3) make intentional, well thought-through choices about the best way to handle each particular issue when confronted with it.

Connecting Back to Client Representation

This class is structured to connect directly to the students' clinic fieldwork experiences. To further strengthen those connections, a clinician might choose one or more of the approaches suggested below.

Performance Rounds

Schedule an additional class session (or portion of a class session) in the weeks following this class, and devote it to "performance rounds." Assign the students to identify a professional boundary issue that has arisen in their clinic field work. Ask the students to each prepare a brief presentation for their colleagues on the following issues:

- What is the professional boundary challenge you experienced in your case or project?
- Why did you experience this situation as difficult or challenging to manage?
- What possible courses of action were available to you, and what were the pros and cons of each?
- What professional ethical rules are relevant to this situation?
- Was your decision compelled by an ethical rule?
- Did you draw a boundary?
    - If so, why did you do so?

    - If so, how did you do so?
        - What specific *actions* did you take?
        - What specific *words* did you use?
    - If not, why not?
- When you reflect on your decision, do you believe that your choice ultimately best served your client's needs, or your own needs? How does this analysis affect your evaluation of the appropriateness of your choice?
- How did this boundary issue affect your relationship with your client?
- How did this boundary issue affect your lawyering on the client's behalf?
- How did this experience affect your perceptions about the lawyer's professional role?
- How has it made you think differently about your vision of yourself as a lawyer? About the relationships you want to have with clients in the future?
- What does this experience teach you about the lawyer's role in the justice system?

In class, have the students present on these issues, and then have them lead a discussion about how to best develop a strategic response to the boundary issue presented. Use the stages-of-rounds structure to facilitate discussion (see Chapter 19, "Conducting Rounds").

End-of-Class Learning Prompts

Reserve 10 minutes at the end of class to pose the following learning prompts and encourage group discussion:

- How will your insights about establishing professional boundaries affect your casework over the next several days or weeks? What concrete actions will you take based on these insights?

End-of-Class Critical Incident Questionnaire

Reserve 5 minutes at the end of class. Distribute index cards and ask each student to reflect on the question: Name one specific way you will you use the insights you've gained about establishing professional boundaries to change or improve your client representation work? Either simply collect and review the cards, or post the responses electronically (or otherwise distribute them) to the entire group.

Post-Class Reflection Memo

Assign the students to write a reflection memo after class which addresses the learning prompts listed above ("End-of-Class Learning Prompts"). Consider distributing the memos (or posting them electronically) so that the students can learn from each other.

Teaching Methods

The exercise is designed around scenarios that provide the students with a common set of experiences through which to analyze the establishment of professional boundaries. Each scenario raises a different set of challenges.

First, the students work in small groups to identify the challenge, analyze the available options and the pros and cons of each, and think through how their choices might affect their client relationships. The groups then report back to ensure that the full class is exposed to a wide range of ideas. Finally, the debrief and wrap-up sessions help students name what they learned, and allow the class as a whole to address a series of broader questions and to consider how boundary issues may affect their future lives as lawyers.

The class also is designed to respond to common student misperceptions about the process of establishing professional boundaries. The students are pushed to think deeply about their own expectations and preferences about boundary issues, and about how much room there is for individualized decisions about how to best respond.

Opportunities for Transfer of Learning

The student learning that occurred in this class can be effectively reinforced and deepened if the clinician creates and names opportunities to apply this learning in other clinic settings. Where are the touch points in the seminar syllabus and in case supervision when such opportunities are likely to arise?

Seminar

Some of the lessons learned here are likely to resonate with those explored in classes on collaboration, which focus in part on establishing boundaries with colleagues. Similarly, rounds classes may raise boundary issues with clients, colleagues, opposing counsel, stakeholders, fact finders, or any person with whom a lawyer interacts in the field.

By explicitly noting these connections, a clinician can help students apply current understandings to new and different contexts, maximizing their clinic learning experience. A teacher might reserve a few moments at the end of a relevant class or seminar exercise to pose questions such as:

- What connections can you draw between the exercise we just engaged in and what we learned from the boundary issues we explored earlier in the semester?
- What do these experiences together teach you about effective lawyering?

Supervision

Students are likely to have opportunities to apply the lessons learned in this class in their clinic field work. To facilitate transfer of learning across contexts, a clinician might hold in reserve a series of questions to pose as these issues arise, such as:

- Do you see a professional boundary issue playing out here?
- Why has this been difficult for you to manage?
- Why did you make the choice you did?
- What other courses of action were available to you?
- What might be the pros and cons of each of these courses of action?
- Are there any professional ethical rules applicable to this situation?
- How is this boundary issue affecting you, your client, and your relationship with your client?
- How is this boundary issue affecting your lawyering?