

# *Zero Balancing Health Association - Ethics Guidelines*

## A. STATEMENT OF PURPOSE

The Zero Balancing Faculty and Board of Directors have endorsed the following Ethics Guidelines to help ensure an environment in which the client and/or student of Zero Balancing can maximally benefit from the relationship. To this end instructors and practitioners will:

- Recognize the sensitive nature of the relationship of practitioner/client and of teacher/ student.
- Endeavor to ensure a safe, professional and protected environment in which the client or student can grow physically, mentally and spiritually.

## B. GUIDING PRINCIPLE

To endeavor to serve the best interests of clients and students at all times to the best of one's ability and provide the highest quality service possible. To this end instructors and practitioners will:

- Discriminate against no person on the basis of race, gender, sexual orientation, religion or national origin.
- Maintain clear and honest communication with clients and students.
- Hold clients and students in the highest personal regard.
- Acknowledge the limitations of skills, or any conflicts of interest, and refer clients as necessary.
- Never instigate or tolerate any manner of sexual intimacy or harassment with clients or students.
- Seek out and engage in collegial relationships and continuing education, recognizing that isolation can lead to loss of perspective, judgment and lessening of professional skills.
- Seek appropriate professional assistance for any personal problems that might impair work performance or clinical judgment.

## C. PROFESSIONALISM

To maintain high standards of professional conduct, providing services in an ethical and professional manner. To this end instructors and practitioners will:

- Respect the rights of all ethical practitioners and cooperate with health care professionals in a professional manner.
- Avoid malignment of colleagues or other professionals, and not support such malignment by others.
- Refrain from gossip, harmful or untrue speech.
- Respect another practitioner's clients, and not solicit their clientele.
- Discuss fees and financial arrangements, as with all contractual matters, in a professional manner, before services are rendered.
- Maintain client/student confidences, except as mandated by law or if there is a written waiver authorizing disclosure.
- Recognize that confidentiality applies to the classroom and workshop setting just as it does to individual sessions. Specifically anything of a personal nature discussed in classes is to remain confidential and is not to be discussed outside that context, even with the person or persons involved, unless initiated by them.
- Obtain (written) consent prior to audio or video recording or third party observation of classes or sessions.
- Maintain, store or dispose of all records in a manner that assures security and confidentiality.

#### D. SCOPE OF PRACTICE AND TEACHING

To work within the boundaries of our professional training and skills. To this end instructors and practitioners will:

- Acknowledge that Zero Balancing is an ancillary skill; that the right to practice Zero Balancing is maintained through a primary licensure or certification as required by the laws of the state or municipality in which an individual practices.
- Recognize that Zero Balancing is an advanced studies program and is not designed as an entry level program into the world of health care.
- Recognize that Zero Balancing does not provide any legal rights to its students.
- Perform only services within the scope of training and within one's legal umbrella for performing Zero Balancing, and to abide by all legal requirements of the municipality in which an individual practices.
- Understand that the scope of practice may vary from practitioner to practitioner, depending on the umbrella license or credential.
- Recognize one's professional limitations and refer clients when appropriate.
- Honestly represent education, training and qualifications.
- Recognize that certification in Zero Balancing is an in-house recognition and is designed to provide quality control.

#### E. CLIENT /STUDENT RELATIONSHIP

To honor the practitioner/client and teacher/ student relationships. To this end instructors and practitioners will:

- Uphold the trust placed in us as a practitioner or teacher and not exploit that trust.
- Recognize that any form of romantic or sexual behavior with clients or students is unethical, even if a client/ student invites or consents to such behavior. The consequences of this are immediate suspension of one's teaching and practicing Zero Balancing.

- Respect clients and students, and not engage in harassment, abusive words or actions, or exploitative coercion of students or clients, or former students or clients.
- Treat clients and students professionally, and not abandon or neglect a client or student. If unable, or unwilling, to provide professional help, to make every reasonable effort to refer to other professional help.
- Recognize that the practitioner-client/teacher-student relationship involves a power imbalance, the residual effects of which can remain for a long time after the client/student relationship ends. Therefore, it is imperative to use extreme caution and sound judgment if one chooses to enter into a personal relationship with a former client or student.

#### F. IMAGE/PROMOTION

To conduct ourselves in a professional manner. To this end instructors and practitioners will:

- Maintain professional conduct in relationships with other professionals.
- Represent skills honestly on business cards and on promotional or advertising materials. In these regards identify only those techniques for which one has received credentialed training and/or certification; and make no false claims and implications regarding training or the potential benefits of the techniques rendered.
- Follow the accepted guidelines of the Zero Balancing Health Association when promoting classes or workshops.
- Participate in educating the public in regard to the actual benefits of Zero Balancing and of body-mind work in genera

