



Zero Balancing Health Association Code of Ethics

STATEMENT OF PURPOSE

The Zero Balancing Health Association (ZBHA) is dedicated to cultivating a vibrant culture grounded in respect, empathy, and integrity.

Our shared learning and practice thrives in an environment that is safe, open, and kind. These ethical guidelines are designed to support that environment and to help ensure that every client and student of Zero Balancing can fully benefit from their experience.

Practitioners, mentors, faculty and faculty-trainers (faculty who train others to teach) recognize the sensitive and meaningful nature of their relationships with clients, students and colleagues; and commit to fostering a professional, supportive, and respectful environment that encourages growth.

GENERAL GUIDING PRINCIPLES: The ZBHA values strong community, diversity, and mutual respect. Practitioners, mentors, faculty and faculty-trainers commit to serve the best interests of clients and students while offering the highest quality care and instruction.

To this end, practitioners, mentors, faculty and faculty-trainers:

- Do not discriminate on the basis of age, gender identity, sexual orientation, ethnicity, culture, disability, socioeconomic status, religion, or any basis prohibited by law.
- Maintain clear, honest, and respectful communication with clients, students, and colleagues.
- Hold all individuals in the highest personal regard.
- Recognize the limits of their skills and address conflicts of interest appropriately, including making referrals when needed.
- Do not engage in or tolerate sexual intimacy with or harassment of clients or students.
- Engage in collegial relationships and pursue continuing education, recognizing that professional connections support sound judgment and growth.
- Seek appropriate professional support for personal challenges that could affect professional performance or judgment.

- I. **PROFESSIONALISM:** The ZBHA values competence, accountability, and integrity. Practitioners, mentors, faculty, and faculty-trainers are expected to uphold high standards of professional conduct.

To this end, practitioners, mentors, and faculty will:

- A. Respect fellow practitioners and collaborate professionally with other healthcare providers.
- B. Refrain from disparaging colleagues or other healthcare professions or modalities, or engaging in gossip, or harmful speech.
- C. Respect the professional relationships of others and do not solicit another practitioner's clients.
- D. Communicate fees and financial arrangements clearly and in advance of services.
- E. Maintain confidentiality of client, student, and peer information, except as required by law, authorized in writing, or required by mandatory reporting laws.
- F. Uphold confidentiality within classrooms and workshops, recognizing that personal information shared in these settings remains private, even with the person or persons involved, unless initiated by them.
- G. Inform clients when using Artificial Intelligence (AI) tools for documentation; only use HIPPA (Health Insurance Portability and Accountability Act) compliant electronic and AI tools to ensure confidentiality.
- H. Obtain written informed consent prior to recording sessions or allowing third-party observation.
- I. Maintain, store, or dispose of all records in a manner that assures security and confidentiality, and in accordance with the requirements of one's own healthcare profession and state laws.
- J. Refrain from entering professional roles when personal, scientific, professional, legal, financial, or other interests or relationships could impair objectivity, effectiveness, or create risk of harm or exploitation.

II. **SCOPE OF PRACTICE AND TEACHING:** The ZBHA acknowledges that certified ZB practitioners, mentors, faculty and faculty-trainers bring a range of additional professional training, credentials, and experience to their practice. To uphold the integrity of Zero Balancing, it is vital to work within the boundaries of one's professional training and skills. To this end practitioners, mentors, faculty and faculty-trainers will:

- A. 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.
- B. Recognize that Zero Balancing is an advanced studies program and is not designed as an entry level program into the world of health care.
- C. Recognize that Zero Balancing certification does not confer independent licensure or legal rights to practice.
- D. Provide services only within the scope of practice of their training, credentials, and legal authorization.
- E. Recognize one's professional limitations and refer clients when appropriate.
- F. Represent their education, training, and qualifications honestly.
- G. Zero Balancing certification represents the ZBHA's - organizational standard of training quality and does not confer independent licensing rights.

- III. **CLIENT AND STUDENT RELATIONSHIP:** The ZBHA is committed to fostering relationships that are safe, respectful, unambiguous, and grounded in trust. Practitioners, mentors, faculty, and faculty-trainers hold a position of professional responsibility and are entrusted with supporting the well-being and growth of others.

To this end practitioners, mentors, faulty, and faculty-trainers will:

Standards of Practice

- A. Honor the trust placed in them and will not misuse or exploit that trust.
- B. Recognize that the following relationships all include natural differences in role, experience, authority, and responsibility as part of a power imbalance, the residual effects of which can remain long after the relationship has ended: client-practitioner, student-faculty, mentee-mentor, faculty-faculty trainer.
- C. Not engage in romantic or sexual relationships with clients, mentees, or students, regardless of consent or perceived consent.
- D. Treat all individuals with respect, refraining from harassment, harmful conduct, or any form of coercion or exploitation, including with former clients, mentees, or students.
- E. Provide care responsibly and avoid abandonment. When unable to continue services, make reasonable efforts to provide appropriate referrals.

Dual Relationships and Boundaries

- F. A dual relationship occurs when a practitioner, mentor, faculty or faculty-trainer has more than one type of relationship with the same individual, or with someone closely connected to them. Practitioners, mentors, faculty and faculty-trainers will:
 - 1. Exercise thoughtful judgment when considering dual relationships.
 - 2. Avoid dual relationships that could impair objectivity, competence, or effectiveness, or that may create risk of harm or exploitation.
 - 3. Dual relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

Relationships with Former Clients, Students, or Mentees

- G. Follow all applicable laws and professional ethical standards for one's professional license regarding relationships with former clients, students, or mentees.
- H. Seek supervision before entering into a romantic or sexual relationship with a former client, student, or mentee.
 - 1. Carefully consider factors such as:

- a) Whether the professional relationship has been clearly and formally concluded;
- b) The length and depth of the professional relationship;
- c) The nature of personal information shared;
- d) The degree of prior emotional reliance;
- e) The potential for lingering influence or imbalance.

2. Supervision shall be obtained by a personal psychotherapist or counselor, a professional supervisor, or a member of the ZBHA Ethics and Reconciliation Committee.

- I. The ZBHA also encourages individuals who were previously in the student, mentee, or client role to seek their own guidance or supervision from their own therapist or professional supervisor before entering such relationships, to ensure readiness for a fully mutual and balanced relationship.

IV. **IMAGE/PROMOTION:** The ZBHA promotes alignment between professional conduct and core values of honesty, integrity, and responsibility.

To this end practitioners, mentors, and faculty will:

- A. Maintain professionalism in relationships with colleagues and the public.
- B. Represent their qualifications and skills accurately in all materials.
- C. Avoid misleading claims about training or the benefits of services.
- D. Follow ZBHA guidelines when promoting classes or workshops.
- E. Contribute to public education with regards to the researched benefits of Zero Balancing and of body-mind therapy or touch therapy in general.

V. **RESOLVING ETHICAL CONCERNS:** The ZBHA is committed to addressing ethical concerns with care, respect, and integrity.

Concerned individuals are encouraged to:

- A. Utilize the [ZBHA Ombuds](#) as a confidential resource for discussing concerns, exploring options, and addressing conflicts.
- B. Follow and cooperate with [ZBHA Grievance Procedures](#) when formal resolution is needed.