

ETHICAL GUIDELINES FOR TEACHERS

The following guidelines offer a model of ethical practices for teachers within and without The Body-Mind Centering Association, Inc. (BMCA), and against which the conduct of a BMCA Member/Teacher will be assessed if a question arises. It is meant to be used in addition to, and not in replacement of, the BMCA Code of Ethics and Standards of Practice. The guidelines also serve to inform the teacher, student, profession, and community with respect to actions and behavior that might call into question the ethics, conduct, or intentions of a teacher and defame or undermine the reputation and integrity of the Body-Mind Centering® approach, BMCA or the professional community at large. This document does not limit the freedom of BMCA Members to pursue individual paths of inquiry and advanced study, or to develop ideas and express opinions openly, or to experiment or work outside an ordinary teaching practice. As Members of BMCA, we accept that the final responsibility for choosing appropriate behavior in any circumstances remains with the individual Member, regardless of whether the specific circumstance is addressed by specific guidelines.

THE TEACHER-STUDENT RELATIONSHIP

A BMCA Teacher acts in accordance with the following guidelines in a professional relationship with students:

1. A Teacher states clearly policies regarding payment, cancellation, lateness, appropriate apparel, etc., and changes them only with prior notice to the student.
2. A Teacher does not enter into a sexual relationship with a student. This refers to a teaching situation where the teacher is in the position of evaluating or grading a student's work. Any such personal involvement should be prohibited until the teaching situation is concluded. If there is a previously-existing relationship between teacher and student, the teacher should not be in the position of evaluating or grading the student's work.
3. A Teacher does not use the lesson or the authority of the teacher status for influencing the student on matters outside the domain of the Body-Mind Centering approach, for gaining privileged information outside the concern of the work or for extracting gifts, favors or financial gain beyond the normal business transacted in a lesson.
4. A Teacher always uses discretion with any information gained from a student, treats the student's privacy with confidentiality and preserves the student's anonymity if discussing aspects of the student's work with others.
5. A Teacher does not discriminate on the basis of race, religion, creed, national origin, handicap, sex, age, source of payment, marital status, or sexual preference in the practice or teaching of the Body-Mind Centering approach.

THE TEACHER-COLLEAGUE RELATIONSHIP

A Teacher treats all colleagues with the respect and fairness with which the Teacher would wish to be treated:

1. A Teacher expresses differences of professional opinion without attacking other teachers personally or criticizing their work in a way that may undermine the confidence of the public in the profession, or otherwise reflect badly on the Body-Mind Centering approach.
2. A Teacher takes care not to start any unfounded rumor or repeat hearsay that might damage the reputation of another Teacher.
3. A Teacher speaks directly to another Teacher about ethically suspect behavior before taking the issue further.
4. A Teacher informs any student of the option of registering a formal complaint with BMCA about the conduct of any Teacher or Member.
5. A Teacher does not discriminate on the basis of race, religion, creed, national origin, handicap, sex, age, source of payment, marital status, or sexual preference in the practice or teaching of the Body-Mind Centering approach.

TEACHER-PROFESSION RESPONSIBILITIES

A Teacher works to advance knowledge, to improve teaching skills and to promote the Body-Mind Centering approach, its reputation, and the growth of the profession whenever and wherever possible.

1. A Teacher maintains the integrity of the Body-Mind Centering approach. A Teacher clearly identifies elements of other disciplines, therapies or practices that are not Body-Mind Centering, if such are introduced into a lesson for information, comparison or discussion.
2. A Teacher advises a student to seek help from an appropriate professional for problems that lie outside the domain of the Body-Mind Centering approach.
3. A Teacher trains other people to teach the Body-Mind Centering approach only with the authorization of Bonnie Bainbridge Cohen and The School for Body-Mind Centering (SBMC), or while under the supervision of a training director in a training course certified by SBMC. It will be the responsibility of Bonnie Bainbridge Cohen and SBMC to evaluate and address behaviors inconsistent with this guideline.
4. A Teacher accurately represents professional qualifications and experience and describes the benefits of the Body-Mind Centering approach without false, misleading or exaggerated claims.
6. A Teacher does not discriminate on the basis of race, religion, creed, national origin, handicap, sex, age, source of payment, marital status, or sexual preference in the practice or teaching of the Body-Mind Centering approach.

For questions on the above, please contact BMCA Ethics Committee at admin@bmcassociation.org or by mail at P.O. Box 710, South Hadley, MA 01075.