



ETHICAL GUIDELINES & CODE

We have chosen to define our ethical position in terms of:

(a) individual therapy, (b) group therapy, (c) training, (d) supervision, (e) research, (f) professional relationships, (g) public statements.

These categories are generally divided into the following issues:

Contract, Confidentiality, Presence, Evaluation, Honesty, Respect, Power, Sexuality, Congruence of Relationship.

A. INDIVIDUAL THERAPY

Contract principle: Body-psychotherapists make as clear contracts as possible with their clients about frequency, payment, methods, level of intervention and specific aims as well as duration of sessions and (if known) on therapy.

Examples: The therapist informs the client of his/her professional evaluation. He/she describes his/her treatment and methods and leaves the client free to challenge any specific procedure, providing possibilities for not using procedures or terminating therapy. He/she has clear procedures of initiating and terminating therapy and cancellations, and informs the client of these at the onset of therapy. He/she gives information about interruptions well in advance. He/she generally remains at the agreed level of intervention and works towards the contracted goal of therapy – or re-negotiates. He/she maintains a suitable working space. When the client is a legal minor, the therapist is responsible to the parent or legal guardian as well as the client.

Confidentiality principle: Body-psychotherapists hold in confidence all information about the client, whether it comes from the client, from others or from his/her own perception. This confidence includes the therapeutic relationship itself. This rule may only be transgressed without the client's agreement if it is clear that to maintain confidentiality would mean to transgress the law or to endanger the client or another person. If the therapist breaches confidentiality, the client is informed immediately.

Examples: The therapist makes and uses tape and video recordings only with the written consent of the client, after discussing the potential impact on the therapeutic process. He/she informs about supervision. He/she informs about storage of records. If the therapist breaches confidentiality, the client is immediately informed.

Presence principle: Body-psychotherapists endeavour to be energetically, emotionally and cognitively present, centred and bounded in the therapeutic relationship. He/she respects the boundaries and inner processes of the client. He/she does not let his/her own need for gratification become dominant in the relationship.

Examples: The therapist maintains an attitude of caring concern. He/she gives him/herself appropriate inner and outer working conditions, in order to be present. He/she addresses issues at contractual and interpersonal levels besides monitoring transference and counter transference in the therapeutic process. He/she meets the client at an appropriate level and avoids isolating or needlessly hurting him/her. He/she avoids redefining issues in inappropriate ways, e.g. by labelling or display of knowledge.

Evaluation principle: The Body-psychotherapist is in an ongoing evaluation process of the therapy, its progress and his/her own usefulness to the client. This evaluation determines his/her actions.

Examples: at the onset of therapy, the therapist evaluates the needs of the client and his/her own ability to meet them. He/she shows respect for any medical condition of the client and encourages him/her to seek appropriate help. He/she considers the appropriateness of his/her interventions and the process of the therapeutic interaction: in contractual, interpersonal and transference terms. He/she is attentive to the effect of therapy on the client's everyday life and of everyday occurrences in the therapeutic process. He/she negotiates termination of therapy if he/she no longer considers his/her work of use to the client.

Honesty principle: The Body-psychotherapist maintains honesty about his/her capabilities, the limitations of the therapy and his/her perception of the client as well as the interaction between them.

Examples: The therapist refers the client if the presented issues are beyond his/her capability. He/she realistically represents to the client the usefulness of his/her skills and tools, as well as those of other professionals. He/she accurately represents his/her perception of the client and the therapeutic situation. When appropriate, he/she is willing to acknowledge his/her own feelings, mistakes, lapses of attention etc. When appropriate, he/she is willing to state the values and values - social, personal, spiritual, ethical and intellectual - intrinsic to his/her work.

Respect principle: The Body-psychotherapist respects the clients boundaries; physical, personal, spiritual, religious and political.

Examples: The therapist does not hinder decisions by the client, unless they entail harm to the client or others. If he/she is ignorant of, or opposed to, the social and personal structures of the client to a degree that impairs therapy, he/she takes appropriate action: confrontation, learning, and supervision, change of contract or termination of therapy.

Power principle: The Body-psychotherapist uses his/her position as a figure of power for the client to further the client's growth and autonomy. He/she does not use it for per-sonal enhancement.

Examples: The therapist takes care to initiate only processes that the client is able to integrate. He/she does not exploit the client financially, emotionally, sexually or practically. He/she supports the client's awareness and power regarding his/her rights and needs. He/she engenders the client's self-respect by support and example. He/she establishes mutual respect and boundaries by appropriately opposing the client.

Sexuality principle: The Body-psychotherapist is centred and bounded in his/her own sexuality and uses this to aid the client in his/her psycho-sexual growth. He/she does not use sexual feelings for personal empowerment or self-gratification.

Examples: The therapist responds in a caring and bounded way to the sexual feelings of the client, whether they occur at child/parent level or at adult level. He/she does not have sexual intercourse with the client and does not behave seductively. He/she terminates therapy if the sexual ambiance develops to a degree where his/her clarity is impaired or his/her containment becomes inadequate. The termination procedure includes at least one session with him/herself and client consulting an outside professional to help clarify the therapeutic relationship. Duration and payment of termination procedure is arranged with the help of this professional.

Congruence of relationships principle: The Body-psychotherapist is attentive to other relationships that he/she may directly or indirectly have with the client which influence or interfere with the therapeutic relationship. He/she avoids or clarifies them.

Examples: The therapist generally avoids working in dual relationships e.g. with employees, close friends, relatives etc. He/she recognises that social contact outside therapy may create complications and avoids it when possible, or clarifies its impact on the therapy. If containment of the therapeutic situation becomes insufficient, the therapist terminates the therapy. The termination procedure includes at least one session with him/herself and client consulting an outside professional to help clarify the contractual relationship. Further procedure as above. Generally the therapist does not enter into private or other types of professional relationships, e.g. as a consultant, with the client or with his/her intimates.

B. GROUP THERAPY

Principle: The ethical principles in group therapy are the same as those in individual therapy, but applied to a situation where the Body-psychotherapist balances the requirements of the group and the requirements of its individual members.

Examples: Only given when differing from those in individual therapy.

Confidentiality principle: All members of the group agree to mutual confidentiality. Video and tape recordings are only made with the consent of all group members involved.

Evaluation principle: The therapist considers the needs of the whole group whenever dealing with matters concerning the group - including when negotiating individual membership, or doing individual sessions with group members.

Respect principle: He/she encourages basic respect between group members.

Power principle: He/she encourages appropriate confrontation and support between group members, while discouraging scapegoating and collusion.

Sexuality principle: He/she has a clear policy about sexual relationships between group members.

Congruent relationships principle: He/she considers the effects of extra-therapeutic relationships with group members upon the group as a whole, and acts accordingly.

C. TRAINING RELATIONSHIPS

Principle: The principles here are the same as those of the therapeutic relationship but applied to a situation where the trainer responds to personal and group requirements as a necessary part of developing the professional capacity of the trainee(s).

Examples: The training is presumed to be given in a group setting and examples are given only when they differ from those in group therapy.

Contract principle: The trainer is responsible for evaluating satisfactory progress in and conclusion of training and may dismiss the student for reasons such as lack of maturity, application or ability. He/she states training rules at the commencement of training. The trainer guarantees the promised quality of tuition and the price range.

Confidentiality principle: He/she regards student's personal material shared with the trainers in training, group psychotherapy and individual therapy as confidential to the structures where they have been presented. He/she shares evaluation of the student's competence and qualifications with supervisor(s) and other trainers, but not with the student's individual therapist.

Evaluation principle: The trainer evaluates the student's (a) personal requirements and resources and (b) his/her abilities to assimilate presented material in a way he/she may use professionally.

Respect principle: The trainer may set definite requirements on the personal development of the student to meet the demands of the training.

Power principle: The trainer uses his/her power to establish and maintain the structure and quality of the training. He/she welcomes the outcome of a democratic organisation of trainees. He/she encourages the trainees to share their evaluation of the system and the training programme. He/she hears the opinion of the trainees on the organisational structure of the system and training programme and takes their suggestions into account.

Sexuality principle: The trainer generally does not accept his/her sexual partner into training. The trainer does not accept students as sexual partners.

Congruence principle: The trainer clarifies existing incongruent relationships in the training. He/she is attentive to unresolved issues between trainees and trainers.

D. SUPERVISION

Principle: The ethical principles in supervision are the same as those in individual therapy and training, but applied to a situation where the supervisor supports and confronts the supervisee to help him/her improve his/her professional performance.

Examples: are only given when differing from training.

Contract principle: The supervisor clearly states the difference between supervision and therapy and at all times respects this boundary and difference of focus.

Congruence principle: The supervisor does not accept intimates of supervisee in therapy.

E. RESEARCH

Principle: The researcher generally follows the guidelines described for the relationship involved in research, e.g. individual therapy, group therapy etc. - unless directly investigating any of these guidelines.

Example: In application, research involving possible transgression of EABP ethical guidelines is submitted to the Ethics Committee for discussion.

F. PROFESSIONAL RELATIONSHIPS

Principle: This category involves symmetrical relationships rather than asymmetrical ones and the main ethical principle is one of respect. The Body-psychotherapist treats the specific competence and responsibility of colleagues and other professional groups with respect. He/she is aware of when he/she may use the competence of other professionals as well as technical and administrative resources to the benefit of his/her clients.

Example: The therapist takes existing therapeutic relationships into account and act accordingly. He/she generally avoids concurring therapy.

If it does occur, he/she explains the difficulty of this to the client and clarifies this state of affairs with him/her. He/she is loyal to his/her colleagues and does not publicly state differences of opinion with those absent, or in a derogatory manner. He/she obtains the client's permission before requiring information from other professionals involved in treatment of the client.

G. PUBLIC STATEMENTS

Principle: The Body-psychotherapist behaves with integrity when representing his/her profession, and presents his/her work and his/her accurately.

Example: He/she gives credit to the qualities of other therapies and acknowledges that no one system or therapist is universally superior. He/she publishes work under his/her own name only if it is his/her own, or if he/she has made significant contributions to it. He/she does not try to prevent or obstruct public criticism of his work. In advertising, the therapist states simply the service or information offered and presents his/her work and his/her theories accurately. His/her public statements, advertising or professional publications do not contain false, fraudulent, unfair or deceptive information.