

Agreed Code of Conduct & Ethics for Movement Medicine Teachers and Facilitators and Movement Medicine Apprentice Teachers and Apprentice Facilitators December 2011

This document is a work in progress, intended for ongoing engagement by the MMA members. Any proposed changes in the document must be approved by an AAA.

[this detail was added in July 2014, with approval from Trio + Kerri – with no further changes].

This document is divided into two sections. The first contains absolute commitments that we agree to and will be held accountable to. The second describes our ethical aspirations.

As Movement Medicine Teachers and Facilitators we commit to the following:

1. APPROPRIATE BOUNDARIES

1.1. POWER

1.1.1. Participants place a degree of trust in the teacher for the time of the contract. We will do our utmost to understand the nature of power and of responsibility in this relationship.

1.2. PHYSICAL BOUNDARIES

1.2.1. To do no physical harm to participants or ourselves.

1.2.2. To respect the physical boundaries of participants, including being aware of the potent nature of touch.

1.3 SEXUAL BOUNDARIES

1.3.1. Not to enter into any sexual relationship or romantic intimacy with participants. If you find that that's arising, you step back and get supervision. If you and the participant feel that you really must pursue a relationship, there would need to be a period of time (decided in supervision) where they are not studying with you were not studying with you before a relationship began.

1.3.2. No predatory behaviour towards participants. Allow participants space to explore and express themselves sexually.

1.4. EMOTIONAL BOUNDARIES

1.4.1. Take responsibility for not fulfilling needs for intimacy in the teaching context.

1.4.2. Do not use the group as a vehicle to work through your own emotional issues.

1.5 RESPONSIBILITY/ NON-RESPONSIBILITY

1.5.1. To know and take seriously the limits of our responsibility, what we are and aren't responsible for.

1.5.2. We are responsible for what we call in, and for holding whatever is catalysed.

1.5.3. We are not responsible for fixing participants or for what they choose to do with what we give them.

2. PROFESSIONAL CERTIFICATION AND SUPPORT

2.1. PROFESSIONAL CERTIFICATION

2.1.1. Hold an up to date First Aid certificate valid in the country where you are working.

2.1.2. Hold current and appropriate insurance (according to country).

2.2. PROFESSIONAL SUPPORT

2.2.1. Supervision

2.2.1.1. Have professional supervision within Movement Medicine or a related field at a rate agreed in dialogue with the School of Movement Medicine.

2.2.1.2. Continued peer supervision once a month until graduation. Post graduation peer support and inter-vision from someone with relevant experience (a minimum of one hour every eight sessions or every two months, to be decided with your supervisor).???

2.2.1.3. Be a member of the MM Teachers and Facilitators Association (levels of membership to be clarified).

2.2.2. CPD (Continued Professional Development)

2.2.2.1. CPD in Movement Medicine or related field that supports your practice and your own personal development.

2.2.2.2. All guides are committed to ongoing practice, study and CPD.

3. RESPECT

3.1a. RESPECT PEOPLE'S FREEDOM

3.1.1. We acknowledge people's free will. Our work is an invitation. We will not try to force any participant to do anything they don't want to do. We recognise that our work and the MM Mandala is not the truth, or necessarily right or useful to everyone. People are free to take what they find useful.

3.2b. RESPECTFUL COMMUNICATION

3.2.1. Common courtesy, manners, respectful behaviour.

3.2.2. Confidentiality. Not to divulge information about participants to anyone outside or in the group if they have not made it clear that is OK. To communicate this confidentiality also to the other participants of the group, when needed.

3.2.3 Respectful communication with and about other teachers.

3.2.4. Respect for other modalities and practices.

4. DUTY OF CARE FOR PEOPLE AND SPACE

4.1. Our fundamental aim will be to nourish participants and never to diminish them.

4.2. To not knowingly or intentionally do harm to participants, ourselves, or our surroundings.

4.3. Make sure participants are aware that they need to take care of their physical bodies and have respect for the other participants in the space.

4.4. Commit to the intention to create a safe environment for participants.

4.5. In a group setting, when necessary, making clear the sexual boundaries of the group. Make clear what is and is not acceptable towards other participants.

4.6. Invite participants to make agreements about confidentiality when appropriate.

4.7. Make clear to participants that there are ground rules for participants for the safety and freedom of all..

4.8. Make sure the space we are working in is appropriate and all the physical needs (heat, light, toilet paper, clean floor) are supplied and equipment necessary for the functioning of the session is provided.

4.9. Make sure that at least a basic first aid kit is available.

4.10. Have available contact telephone numbers for medical and psychiatric emergencies.

5. STICKING TO CONTRACTS/AGREEMENTS

5.1. Teach or facilitate what we have said we will (i.e. what has been advertised), as long as it is appropriate for the participants. ie that what we offer matches what is "written on the tin".

5.2. Be on time and ready to start for the beginning of a session.

5.3. Make clear what is being charged before hand.

Continued below.

As Movement Medicine Teachers and Facilitators we aspire to the following

1. BOUNDARIES

1.1. DEALING WITH TRANSFERENCE AND COUNTERTRANSFERENCE

1.1.1. We aim to understand the dynamics between student and teacher, that transference and counter transference occur and do our best to recognise when this is happening and not act out in this place.

1.1.2. We aim to teach from a place of service and to make sure that we have good support for our personal issues, recognising and acknowledging our humanity.

2. RESPECT

2.1. RESPECT PEOPLE'S FREEDOM

2.1.1. We recognise the people that work with us as participants in this practice and, beyond that, as seekers and students of life, rather than as "our" students.

2.2 RESPECT PEOPLE'S INNATE CAPACITIES AND POTENTIAL

2.2.1. Recognise participants' innate capacity to heal and that we trust in that.

2.2.2. Respect participants' limits and be inclusive of all.

2.2.3. Use language that is accessible.

2.2.4. Provide appropriate learning opportunities for participants.

3. EQUALITY

3.1. We see and respect our participants as equals.

3.2. Use language that is inclusive (e.g. with respect to gender, sexuality, ethnic, religious and economic background etc.).

3.3. We aim to be unbiased towards anyone all and treat everyone with equal importance, including participants that are long term and those that drop in for a single class.

3.4. Participants have the freedom to come and go.

3.5. Recognise that there will be unheard voices in a group and that they deserve equal respect.

3.6. ATo act with humility, and to abide in the knowledge that there is lots we do not know, and we certainly do not know what is best for anyone.

4. AUTHENTICITY AND CONGRUENCY

4.1. Be ourselves.

4.2. We aim to teach/convey only what we can embody ourselves.

4.3. We aim to walk our talk and love our walk, and be honest when we don't manage it.

4.4. We will aim to know our limits - give only what we can really give.

4.5. v. We will take care that we are fit to teach and that are capable of being present.

4.6. We aim to recognise and acknowledge our mistakes.

4.7. We intend a basic attitude of friendliness towards our own and our participant's humanity.

5. APPROPRIATE SUPPORT

5.1. Make sure we have the personal support to do our facilitating/teaching to the best of our abilities.. This means making sure that we do not come to our class hungry for social contact or intimacy. That we take responsibility to take care of our needs as human beings in our lives.

5.2. Make sure we have enough hands on support assistance when facilitating or teaching.

6. CARING FOR THE EARTH

6.1. We aim to reflect respect for the Earth in how we teach.

6.2. We are aware of the power and responsibility of our example, for example, we will provide recycling wherever possible and practical when setting up an event, and be aware of turning off lights etc, make the best choices we can regarding travel etc etc.

7. WE WILL NOT TAKE OURSELVES TOO SERIOUSLY

This is very important and most serious!