

The Ethics of Touch Teacher's Manual

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PowerPoint® Slides, Separate Documents

Test Bank, Separate Document

How to Teach Ethics

Introduction

Ethics is an exciting field of study for somatic practitioners. Life is more fulfilling and satisfying if we live with honor and integrity in all our relationships and business dealings. Although philosophers for millennia have debated ethics, agreeing upon what is “good” and “bad” remains difficult: so much depends on the situation. Ethical behavior exists on a continuum from exemplary to minor infractions to gross violations. Furthermore, being ethical isn’t limited simply to knowing and following ethical codes, laws, and regulations. Ethical behavior involves bringing the highest values into one’s work and aspiring to do one’s best in all interactions: doing the right thing, in the right manner, for the right reasons, and with the right attitude.

We encourage you to guide learners through the ambiguity surrounding this topic. Assist them in identifying their own values, beliefs, and morals. Coach learners in setting appropriate boundaries, teach them skills in being client-centered, and support them in creating a strong ethical foundation for their future practice.

For beginning practitioners, the confusion about what is and what isn’t ethical behavior can be even more complex, particularly when the issue of touch is involved. Learners are often disturbed when they encounter ethical issues and dilemmas that don’t have simple, apparent solutions.

In many cases, people make poor ethical decisions because they haven’t considered the relevant issues. Expanding learners’ grasp of ethical principles helps them to understand the impact of their behavior on clients and provides the knowledge and tools to act appropriately.

The ethics course lays the groundwork for learners to build a safe, professional practice. This section assists you in teaching this material in an effective, dynamic manner.

We realize that every school dedicates differing amounts of time to ethical topics and that they may be woven through many different courses and classes including ethics, professionalism, communications, business, clinic preparation, and the individual technique courses.

An integrated curriculum can be ideal when properly administered. In this format, learners are introduced to ethics concepts in their basic courses. Ethics topics, such as boundaries and the power differential, need to be addressed when learners are first taught about touch. Even something as seemingly simple as draping placement during a technique class is also an issue of ethics and professionalism and should be discussed. The problem with integrated curriculum is that it can be very difficult to accomplish, particularly if more than one instructor teaches the