

# Ethical Guidelines: What Students Need to Know

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The following are general ethical guidelines for ethical performance and attitude of Ridhwan teacher-ministers' of the Diamond Approach. They are, in fact, guidelines and not rules. They support sincere inquiry into our conduct as teacher-ministers. Consequences for ethical breaches are intended to allow a supportive resolution of difficulties between teachers and students.

While much of what follows are guidelines, there are some rules that all teacher-ministers of the Ridhwan School must follow. These are listed below and are highlighted in *italicized* print.

*In any teacher/student, teacher/seminarian or supervisor/supervisee situations, the following are never permitted:*

1. *Sexual contact of any kind.*
2. *Sexual harassment of any kind.*
3. *Physical abuse of any kind.*
4. *Any behavior that is a violation of any criminal laws.*

I. In dealings with students, especially in private sessions, large and small group sessions, and phone consultations, the teachers' satisfaction shall come only from:

1. The spirit of service and love of truth for its own sake.
2. The learning from the working itself.
3. The pleasure of working.
4. The fee agreed upon between teacher and the student(s).

Pursuing any other satisfaction in such dealings is unethical; i.e. counter to the goals of students, and the goals of the Work.

II. It is unethical to try to satisfy the following needs:

1. Sexual needs in any and all forms.
2. Needs for physical contact, for physical or emotional intimacy.
3. Social needs, often manifesting as chatting, bragging, gossiping, or simply spending time with a student without regard to the fundamental purpose of the teacher minister/student relationship.
4. Financial needs, above the agreed upon fee. This includes soliciting additional money, gifts, favors, or getting information that is designed to lead to financial benefits.
5. Security needs, physical or emotional. This includes needs for emotional support, self-esteem, fame, power, or control.
6. Needs for attention.
7. Needs to express hostility, to victimize, or to assert one's power.

The following are examples whereby a teacher-minister acts with responsibility and integrity towards students by refraining from the following types of behaviors:

1. Talking to one's students and others' students about another teacher-minister.
2. Talking about another student or a group in the work in a disparaging or attacking manner.
3. Talking about one's problems to one's students and/or inappropriately divulging one's personal process to a student.
4. Engaging in any kind of sexual activities with one's students.
5. Dating their students.
6. Asking favors of a student that would negatively affect the student, the teacher/student relationship, and/or the students' relationship to the school and the teaching.
7. Accepting favors from students that would negatively affect them, the teacher/student relationship, and/or the students' relationship to the school and the teaching.
8. Asking students to fulfill any of the teacher-ministers' emotional needs.
9. Asking students to fulfill any of the teacher-ministers' financial needs, beyond the agreed upon fees for the teachings, private sessions or small group work. Sometimes a situation might arise in which a teacher contemplates entering into a financial arrangement with a student. Before doing so, the teacher needs to consider the student's maturity and capacity to enter into such a dual relationship, as well as potential ramifications to the student's relationship with the teaching and/or the school.
10. Expressing hostility toward students, victimizing or verbally abusing students, or acting out their superego judgments on students. This does not refer to the teacher-minister exercising his/her responsibility to appropriately confront the students' ego behavior, which might include the appropriate expression of anger or other affect.
11. Making public the specifics of a student's process. In other words, the teacher-minister must respect confidentiality. The teacher-minister may only discuss the student's process in situations where this is needed for the teacher-minister to get consultation or training and understanding about the truth of the situation being discussed, as specifically set forth in the Information Statement. These discussions will be done in a setting that respects the need for privacy and confidentiality.
12. Trying to prevent a student from changing teacher-ministers or groups after a reasonable period of exploration and inquiry into the student's motivation has occurred.