

Professional Attitude and Code of Ethics

Projections:

Whenever dealing with students/clients in or outside of the classroom or session, or a potential student/client, especially where emotional issues are involved, there is always the possibility of either one of you projecting your feelings or sentiments on the other. First, we will discuss the process where the student/client projects onto the instructor/practitioner a particular feeling or emotional state. By 'project' it is meant that the student/client believes he is observing or sensing certain feelings in the instructor/practitioner which are not present. These can be at either end of the spectrum, anger, fear, aggression or omnipotence. Over-inflating, putting unrealistic expectation or the tearing down of the persona of the instructor/practitioner is equally dysfunctional. If the feelings described by the student/client are present, then it is not a projection. Consciousness of emotional states is very important, and transparency and honesty are always the best policy.

One of the most common projections that occurs from the student's/client's side is when he/she/they puts on the instructor/practitioner his/her/they need to be healed, and gives the instructor/practitioner the position of authority and the responsibility in his/her/they life. There are other manifestations of this projection, however. For example, a student/client feels insecure and they project onto the instructor/practitioner the persona of aggressor and then indicate that they feel attacked. It is important to be clear with the student/client as to what can be given or shared in your practitioner/client relationship, what the possible outcomes are and what are his/her/they responsibilities and yours.

The second type of projection is the instructor/practitioner projecting his own needs onto the student/client. Often this can be in the form of identifying a personality trait in the student/client based on the instructor's /practitioner's own personality. For example, the practitioner feels that people often ignore her, don't listen to they. He then projects that onto the student/client and feels that the student/client is not listening to him/her/they, not following his instructions.

Another example is that the instructor/practitioner projects his personal needs onto the client. One example would be her need to feel accepted or to have friends and therefore looking to the instructor/client for positive feedback and acceptance.

Professional attitude:

It is important to remember that the different elements of INNER SOUND (tuning forks & therapeutic music, for example) are a tool which people can use to create change, and that the role of the instructor/practitioner is to help guide them and explain the possibilities of the use of the specific elements of INNER SOUND.

Instructor/Practitioners should be sensitive to, understanding of and empathetic towards the student's/client's problems, needs and feelings and be aware of the impact their own negative emotional moods and/or behavior may have on the client. (See the section on 'Projections' above.)

The instructor/practitioner should provide a secure and confidential environment for the course/session. They should set and monitor limits in the practitioner/client relationship, communicating these clearly to the student/client.

The practitioner should not take advantage of the client emotionally, sexually, financially or in any other way.

The terms and conditions of the service offered should be communicated to the instructor/client in the first encounter/session, and any changes should be communicated before they occur; i.e. price structure, the degree of confidentiality present, course/consultation times, cancellation policy and any other important matters.

Copyrighted material:

The unauthorized copying of copyrighted material, particularly the student material is illegal and unethical. It is especially important that the teacher not engages in such practices or be involved in them, as this will compromise the student/teacher relationship. It is important always to be professional in all the matters pertaining to the teaching of the Basic course.

Maintaining neutrality with the student/client:

The instructor/practitioner should be aware of the limitations of their own role when offering help to students/clients. The teacher/practitioner should always ensure that the students/client understands the following basic concepts from the outset:

An INNER SOUND instructor or tuning fork practitioner does not diagnose, treat or prescribe for any physical ailment, pain, injury or any other medical or psychological condition.

INNER SOUND and its elements does not 'cure' or 'treat' specific ailments, problems or pathology, whether physical or psychological, but assists in restoring balance to the whole. INNER SOUND is complementary to any treatment or therapy both alternative and conventional.

It is the student or client's responsibility to take appropriate medical advice.