



PROPOSED CODE OF ETHICS

REVISED
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1. Applicability and Introduction

A. Applicability

The Dr. Ida Rolf Institute® (DIRI) is governed by the DIRI Board of Directors (BOD). As part of its responsibilities, the DIRI BOD sets behavioral standards for the ethical practices of members as well as policies for education and monitoring compliance for those certified as practitioners of Rolfing® Structural Integration, Rolf Movement®, and Advanced Rolfing® Structural Integration.

The behavioral standards for the ethical practices of members are outlined in a set of core policy and procedural documents as follows:

DIRI Code of Ethics

DIRI Ethics and Business Practices Committee Implementation Procedures

The DIRI Board of Directors appoints, authorizes and charges the DIRI Ethics and Business Practices Committee (EC) to review and make recommendations in response to complaints regarding the ethical behavior of any DIRI member. In addition, the EC serves the Rolfing community as a whole, protects the reputation of the DIRI, and support members in engaging in sound business practices and successful professional relationships. The EC works to maintain the quality and integrity of the relationships among members, their clients, and the public at large.

B. Introduction: Restorative justice model guides ethical accountability at the DIRI

The DIRI strives toward a balanced approach for ethical accountability referred to as **restorative justice**. Restorative justice focuses on balancing the harm that has been done by the individual(s) accused of misconduct to the aggrieved parties, and to the community. The central goal is to make whole what has been damaged; the accused, the aggrieved,¹ and the community² are each engaged in the restorative process, based on different sets of assumptions, goals, and value propositions.

In the restorative justice model, those most affected by the wrong doing are expected to participate in its resolution. Ethical infractions are viewed as harm against another person and the community, and not simply as crimes against the governing body. The table below compares at a high level a restorative model and a more traditional model based on retribution:

¹ We use the terms “accused” and “aggrieved” deliberately, in place of the words “offender” and “victim.” Though every ethics complaint will involve some accusation of wrongdoing, filed by one or more individuals who feel aggrieved by that wrongdoing, not every ethics complaint involves a clear offender and victim. Moreover, the use of the term “offender” carries baggage that may not apply when the behavioral transgression is minor, and the term “victim” carries baggage of its own that can add to the disempowerment of the person harmed. We do not intend to minimize the harms that can come from ethical breaches, but instead use terminology that is most broadly applicable.

² “Community” in this context is at least two-fold: one aspect of community is the DIRI membership, while another is the larger profession and/or the public at large.

Restorative justice	Traditional retributive model
Accountability means to assume responsibility and take action to repair the harm that has been caused.	Accountability means to hold the accused responsible, and to punish the accused for harm caused.
Responsibility for ethical control lies primarily with the community.	Responsibility for ethical control lies primarily in an adjudicative body.
Discipline is seen as effective only insofar as it repairs harm or, if repair is not possible, prevents further harm. Discipline alone is seen as an ineffective means for controlling behavior, and is understood to be potentially disruptive to the community and good relationships.	Discipline is seen as an effective deterrent that controls behavior. The focus of discipline is to ensure that punishment is sufficiently severe that further transgressions are discouraged. The impact on the community is not considered.
The focus of a restorative process is on determining the liabilities and responsibilities of each of the parties, on problem solving, and on a resolution that is future-oriented.	The focus on a retributive process is on determining guilt or innocence, on meting out appropriate punishment, and on a resolution that is oriented to the past offense.
The community is seen as an active participant, and is a facilitator in the restorative process.	The community is a passive bystander, and is notified of the outcome of a process in which it does not participate.
There is an emphasis on investing in the community's understanding, education, and skill-building in ethical matters. Increased competence is a key focus.	The emphasis is on investing in process and procedure, and on the skills of a small group of individuals whose task is to protect the community.
Community safety is seen as a shared responsibility involving all parties.	Community safety is seen as the function of an adjudicative body.

A balanced resolution requires more than DIRI, as the governing body, making a determination on appropriate discipline. Instead, as noted above, accountability for the accused means taking steps toward repairing the harm that has been done to both the aggrieved and the community. Discipline and interventions in the restorative justice model go well beyond the accused accepting responsibility for the wrong doing by accepting his or her discipline or engaging in treatment. Simply “removing” the accused from the community is not enough. While disciplining the accused may improve a sense of order, lasting and real safety is understood to be a feature of the culture and depth of awareness in the community at large. Moreover, the aggrieved deserves to have any identified harms addressed meaningfully, and they deserve a voice in the review process and into the accountability plan that is designed to make them whole. In other words, accountability must take the wishes of the aggrieved into account.

Finally, building competence is a central feature of a restorative justice model. If an individual is found to have violated community standards, but they are to remain a part of the community, it has to be made clear how they will develop the competence to ensure that the wrongdoing will not reoccur. Also, the community needs support in developing competency so that violations of the Code of Ethics are minimized through members making sound ethical judgments. The community wants health and safety through engagement, competency, insight, and recognition of their importance in maintaining high standards. The community deserves input on these behavioral standards, and having the resources needed for members to become good practitioners.

Restorative justice provide a different lens for rethinking the traditional disciplining, rehabilitative, and public safety functions of the DIRI ethical review process. Reparation of harm becomes central, where the accused is held accountable to repair the harm done to the aggrieved and the community, and whenever possible is reintegrated into the community. There is a focus on maintaining a safe and secure community, where the community plays a vital role in creating a culture that is knowledgeable and responsible for identifying, and resolving ethical conflicts. Core to this process is a respect for human relationships, recognition of the impact that harm has on individuals and the community.

2. Preamble

The remainder of this document presents the general ethical principles that guide ethical decision-making by DIRI members (Section 3), followed by behavioral standards that represent specific expectations to be followed by DIRI members as they engage in their day-to-day interactions with clients, colleagues, other professionals, and the public. Whereas the general ethical principles are aspirational in nature and form high-level guidance, behavioral standards outline more specific actions that represent appropriate good practice.

3. General ethical principles³

This section consists of general ethical principles. General ethical principles, as opposed to the behavioral standards, are aspirational in nature. Their intent is to guide and inspire Rolfers toward the very highest ethical ideals of the profession. General Ethical Principles, in contrast to Behavioral Standards, do not represent behavioral obligations and should not form the basis for imposing discipline. Relying upon General Ethical Principles for either of these reasons distorts both their meaning and purpose.

A. **Principle A: Beneficence and Nonmaleficence**

Rolfers strive to benefit those with whom they work and take care to do no harm. In their professional actions, Rolfers seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons. When conflicts occur among Rolfers' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because Rolfers' professional judgments and actions affect the lives of others, they attend to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Rolfers strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

B. **Principle B: Fidelity and Responsibility**

Rolfers establish relationships of trust with those with whom they work. They are aware of their professional responsibilities to society and to the communities in which they work. Rolfers uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Rolfers consult with, refer to, or cooperate with other professionals to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' professional conduct. Rolfers strive to contribute a portion of their professional time for little or no compensation or personal advantage.

C. **Principle C: Integrity**

Rolfers seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of structural integration. In these activities Rolfers do not steal, cheat or engage in fraud, subterfuge, or intentional misrepresentation of fact. Rolfers strive to keep their promises and to avoid unwise or unclear commitments.

D. **Principle D: Justice**

Rolfers recognize that fairness and justice entitle all persons access to and benefit from the contributions of structural integration, and to uniform quality in the services being provided by Rolfers. Rolfers exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust or inappropriate practices.

E. **Principle E: Respect for People's Rights and Dignity**

Rolfers respect the dignity and worth of all people, and the rights of individuals to privacy,

³ Much of Section 3, General Ethical Principles, is closely adapted from the Ethical Principles of Psychologists and Code of Conduct, from the American Psychological Association, 2003, and as amended in 2010 and 2016.

confidentiality, and self-determination. Rolfers are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities can impair autonomous decision making. Rolfers are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status, and consider these factors when working with members of such groups. Rolfers do not knowingly participate in or condone activities of others based upon such prejudices.

4. Behavioral standards

Section 1: Resolving ethical issues

A. Conflicts between ethics and law or regulations

If Rolfers' ethical responsibilities conflict with law or regulations, Rolfers clarify the nature of the conflict, make known their commitment to the DIRI Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Ethical Principles and Behavioral Standards of the Ethics Code.

B. Conflicts between ethics and organizational demands

If the demands of an organization with which Rolfers are affiliated or for whom they are working are in conflict with this Ethics Code, Rolfers clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Ethical Principles and Behavioral Standards of the Ethics Code.

C. Informal resolutions of ethical violations

When Rolfers believe that there may have been an ethical violation by another Rolfer, they attempt to resolve the issue by bringing it to the attention of that individual if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved.

D. Reporting ethical violations

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 4.1.C, Informal resolution of ethical violations, or is not resolved properly in that fashion, Rolfers take further action appropriate to the situation. Such action might include referral to the DIRI Ethics and Business Practices Committee, to state licensing boards, or to the appropriate organizational authority. This standard does not apply when an intervention would violate client confidentiality rights.

E. Cooperating with the Ethics Committee

Rolfers cooperate in ethics investigations, proceedings, and resulting requirements of the DIRI. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute noncooperation.

F. Improper complaints

Rolfers do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

G. Unfair discrimination against complainants and respondents

Rolfers do not deny persons employment, advancement, admissions to training, or other programs, based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

Section 2: Competence

A. Levels of training and certification

The Rolf Institute trains and certifies practitioners at three levels: Certified Rolfer™, Advanced Rolfer™, and Rolf Movement® Practitioner.

1. A Certified Rolfer™ is trained to deliver an initial series based on the ten-session strategy and basic components of Rolf Movement® work. They are permitted, within the framework of the Principles of Intervention, to vary the ten-session strategy as appropriate – and even to work outside it, should the client's needs and best interests so dictate. The client's initial series leads to a new level of organization – which, over time, allows spontaneous continuing change toward higher levels of function. Following the initial series and the passage of sufficient time for the client to integrate the experience, the client may receive further work either to restore the level of organization achieved by the initial series, or to advance to a higher such level. Work subsequent to an initial series, though guided by the Principles of Intervention, is by its nature non-formulistic. Certified Rolfers™ are trained and permitted to deliver sessions to clients who have already completed their initial series.
2. Advanced Rolfers™ have received additional training to facilitate work outside and beyond the scope of the ten-session strategy.
3. Rolf Movement® Practitioners are trained in depth to improve the client's organization in gravity from the functional perspective.

B. Boundaries of competence

1. Rolfers are free to use skills and techniques associated with other modalities or disciplines within the context of Rolwing® Structural Integration and Rolwing® Movement, and consistent with the principles of Rolwing® Structural Integration and Rolwing® Movement and with the currently in force Standards of Practice document.
2. Rolfers must first obtain the client's informed consent to work outside the Principles of Rolwing® Structural Integration and Rolwing® Movement, or to shift the frame of some or all of our sessions to principles primarily governing another modality or discipline. The Rolfer must have appropriate training, certification, and/or licensure in said modalities or disciplines.

C. Maintaining competence

Rolfers undertake ongoing efforts to develop and maintain their competence.

D. Personal problems and conflicts

1. Rolfers refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.
2. When Rolfers become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional

consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties.

Section 3: Human relations

C. Unfair discrimination

In their work-related activities, Rolfers do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

D. Sexual harassment

Rolfers do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the Rolfer's activities or roles as a Rolfer, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the Rolfer knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts.

E. Other harassment

Rolfers do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

F. Avoiding harm

Rolfers take reasonable steps to avoid harming their clients, students, mentees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

G. Multiple relationships

1. A multiple relationship occurs when a Rolfer is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the Rolfer has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.
2. A Rolfer refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the Rolfer's objectivity, competence, or effectiveness in performing his or her functions as a Rolfer, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.
3. Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

H. Conflict of Interest

Rolfers refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as a Rolfer or (2) expose the

person or organization with whom the professional relationship exists to harm or exploitation.

I. Exploitative relationships

Rolfers do not exploit persons over whom they have supervisory, evaluative or other authority such as clients, students, mentees, research participants, and employees.

J. Cooperation with other professionals

When indicated and professionally appropriate, Rolfers cooperate with other professionals in order to serve their clients effectively and appropriately.

K. Informed consent

1. When Rolfers conduct research or provide treatment or consulting services, they obtain the informed consent of the individual or individuals using language that is reasonably understandable to that person or persons.
2. For persons who are legally incapable of giving informed consent, such as minor children, Rolfers nevertheless (1) provide an appropriate explanation, (2) seek the individual's assent, (3) consider such persons' preferences and best interests, and (4) obtain appropriate permission from a legally authorized person.
3. When obtaining informed consent to treatment, Rolfers inform clients as early as is feasible in the therapeutic relationship about the nature and anticipated course of therapy, fees, involvement of third parties, and limits of confidentiality and provide sufficient opportunity for the client to ask questions and receive answers.
4. When the Rolfer is a student or mentee, and the legal responsibility for the treatment provided resides at least in part with the mentor, the client, as part of the informed consent procedure, is informed that the Rolfer is in training and is being mentored and is given the name of the mentor.
5. Rolfers appropriately document written or oral consent, permission, and assent.

L. Interruption of professional services

Unless otherwise covered by contract, Rolfers make reasonable efforts to plan for facilitating services in the event that services are interrupted by factors such as the Rolfer's illness, death, unavailability, relocation, or retirement or by the client's relocation or financial limitations.

Section 4: Therapeutic services

A. Providing treatment to those served by others

In deciding whether to offer or provide services to those already receiving structural integration services elsewhere, Rolfers carefully consider the treatment issues and the potential client's welfare. Rolfers discuss these issues with the client or another legally authorized person on behalf of the client in order to minimize the risk of confusion and conflict, consult with the other service providers when appropriate, and proceed with caution and sensitivity to the therapeutic issues.

B. Sexual activity

1. **Definitions: "Sexual activity" is interpreted to include, without limitation,**
 - a. Sexual intercourse;
 - b. Examining or touching the genitals, anus or any sexualized body part;
 - c. Rubbing against a client for sexual gratification;
 - d. Kissing;

- e. Hugging, touching, fondling or caressing of a romantic or sexual nature;
- f. Not allowing a client privacy to dress or undress except as may be necessary in a medical emergency or custodial situation;
- g. Encouraging masturbation or any other sex act in the presence of the Rolfer;
- h. Dressing or undressing in the presence of the client;
- i. Masturbation or any other sex act by the Rolfer in the presence of the client;
- j. Suggesting or discussing the possibility of dating or beginning a sexual or romantic relationship before the professional relationship ends;
- k. Terminating the professional relationship with the client for the purpose of dating or pursuing a romantic or sexual relationship;
- l. Discussing the sexual history, preference or fantasies of the Rolfer;
- m. Any behavior, gesture or expression that may reasonably be interpreted as seductive or sexual;
- n. Making statements regarding the client's body, appearance, sexual history or sexual orientation other than for legitimate health care purposes;
- o. Sexually demeaning behavior including any verbal or physical contact which may reasonably be interpreted as demeaning, humiliating, embarrassing, threatening or harming a client;
- p. Photographing or filming the body or any body part of a client other than for legitimate health care purposes; and;
- q. Showing a client sexually explicit photographs other than for legitimate health care purposes

2. Sexual activity with current clients

Rolfers do not engage in sexual activity with current clients.

3. Sexual activity with relatives or significant others of current clients

Rolfers do not engage in sexual activity with individuals they know to be close relatives, guardians, or significant others of current clients. Rolfers do not terminate treatment to circumvent this standard.

4. When evaluating whether a Rolfer is prohibited from engaging or attempting to engage in a sexual activity with a former client, the Rolfer will consider, without limitation,

- a. Documentation of a formal termination of the professional relationship;
- b. The transfer of care from the Rolfer to another Rolfer;
- c. The duration of the professional relationship;
- d. The amount of time that has passed since the last professional services were provided;
- e. The communication between the Rolfer and the former client, after the last professional services were provided, and before the commencement of the personal relationship;
- f. The extent to which the personal or private information of the client was shared with the Rolfer;
- g. The nature of the health condition of the former client, if any, during the professional relationship, and after that professional relationship ended;
- h. The extent of emotional dependence of the former client, on the Rolfer, if any, and the vulnerability of the former client.

5. The consent of the client or former client does not excuse or negate the responsibility of the Rolfer to comply with the provisions of this section, with regard to sexual activity.

6. **Providing Rolfing to a person who is in a pre-existing, established relationship with the Rolfer, if there is no evidence of, or potential for, exploiting the person, is not prohibited under this section.**

C. Interruption of services

When entering into employment or contractual relationships, Rolfers make reasonable efforts to provide for orderly and appropriate resolution of responsibility for client care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the client.

D. Terminating services

1. Rolfers terminate therapy when it becomes reasonably clear that the client no longer needs the service, is not likely to benefit, or is being harmed by continued service.
2. Rolfers may terminate therapy when threatened or otherwise endangered by the client or another person with whom the client has a relationship.
3. Except where precluded by the actions of clients, prior to termination Rolfers suggest alternative service providers as appropriate.

Section 5: Privacy and confidentiality

A. Maintaining confidentiality

Rolfers have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law.

B. Discussing the limits of confidentiality

1. Rolfers discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their activities as a Rolfer.
2. Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.
3. Rolfers who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

C. Recording

Before recording the images of individuals to whom they provide services, Rolfers obtain permission from all such persons or their legal representatives. Posting pictures of minors, or any person who cannot themselves legally sign consent, in public (e.g., promotional materials, social media, or professional forums), is not appropriate.

D. Minimizing intrusions on privacy

1. Rolfers include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

2. Rolfers discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

E. Disclosures

1. Rolfers may disclose confidential information with the appropriate consent of the client, or another legally authorized person on behalf of the client unless prohibited by law.
2. Rolfers disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client, Rolfer, or others from harm; or (4) obtain payment for services from a client, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose.

F. Consultations

When consulting with colleagues, (1) Rolfers do not disclose confidential information that reasonably could lead to the identification of a client with whom they have a confidential relationship unless they have obtained the prior consent of the person or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation.

G. Use of confidential information for didactic or other purposes

Rolfers do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person (2) the person has consented in writing, or (3) there is legal authorization for doing so.

Section 6: Advertising or other public statements

A. Avoidance of false or deceptive statements

1. Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. Rolfers do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.
2. Rolfers do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.

B. Statements by others

1. Rolfers who engage others to create or place public statements that promote their professional practice, or any products they might sell, retain professional responsibility for such statements.
2. Rolfers do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item.

3. A paid advertisement relating to a Rolfer's activities must be identified or clearly recognizable as such.

C. Descriptions of workshops and educations programs

To the degree to which they exercise control, Rolfers responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

D. Media presentations

When Rolfers provide public advice or comment via print, Internet, or other electronic transmission, they take precautions to ensure that statements (1) are based on their professional knowledge, training, or experience; (2) are otherwise consistent with this Ethics Code; and (3) do not indicate that a professional relationship has been established with the recipient.

E. Testimonials

Rolfers do not solicit testimonials from current clients or other persons who because of their particular circumstances are vulnerable to undue influence.

F. In-person solicitations

Rolfers do not engage, directly or through agents, in uninvited solicitation of business, or other activity from which the Rolfer would derive financial gain, from actual or potential clients, students, or other persons who for any reason are vulnerable to undue influence. However, this prohibition does not preclude attempting to implement appropriate collateral contacts for the purpose of benefiting an already engaged client.

Section 7: Record keeping and fees

A. Documentation of professional and scientific work and maintenance of records

Rolfers create, maintain, disseminate, store, retain, and dispose of records and data relating to their professional work in order to (1) facilitate provision of services later by them or by other professionals, (2) allow for replication of research design and analyses, (3) meet institutional requirements, (4) ensure accuracy of billing and payments, and (5) ensure compliance with law.

B. Maintenance, dissemination, and disposal of confidential records of professional work

1. Rolfers maintain confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium.
2. If confidential information concerning clients is entered into databases or systems of records available to persons whose access has not been consented to by the recipient, Rolfers use coding or other techniques to avoid the inclusion of personal identifiers.
3. Rolfers make plans in advance to facilitate the appropriate transfer and to protect the confidentiality of records and data in the event of Rolfers' withdrawal from positions or practice.

C. Withholding records for nonpayment

Rolfers may not withhold records under their control that are requested and needed for a client's treatment solely because payment has not been received.

D. Fees and financial arrangements

1. As early as is feasible in a professional relationship, Rolfers and clients reach an agreement specifying compensation and billing arrangements.
2. Rolfers' fee practices are consistent with law.
3. Rolfers do not misrepresent their fees.
4. If limitations to services can be anticipated because of limitations in financing, this is discussed with the recipient of services as early as is feasible.
5. If the recipient of services does not pay for services as agreed, and if Rolfers intend to use collection agencies or legal measures to collect the fees, Rolfers first inform the person that such measures will be taken and provide that person an opportunity to make prompt payment.

E. Barter with clients

Barter is the acceptance of goods, services, or other nonmonetary remuneration from clients in return for services. Rolfers may barter only if (1) it is not therapeutically contraindicated, and (2) the resulting arrangement is not exploitative. The burden of proof regarding exploitation is on the Rolfer, and not the client.

F. Accuracy in reports to payors and funding sources

In their reports to payors for services or sources of research funding, Rolfers take reasonable steps to ensure the accurate reporting of the nature of the service provided or research conducted, the fees, charges, or payments, and where applicable, the identity of the provider and the findings.

G. Referrals and fees

When Rolfers pay, receive payment from, or divide fees with another professional, other than in an employer-employee relationship, the payment to each is based on the services provided (clinical, consultative, administrative, or other) and is not based on the referral itself.

Section 8: Education and training

A. Design of education and training programs

Rolfing® Instructors responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program.

B. Descriptions of educations and training programs

Rolfing® Instructors responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content, training goals and objectives, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

C. Accuracy in teaching

1. Rolfing® Instructors take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements.

2. When engaged in teaching or training, Rolwing® Instructors present Rolwing® information accurately.

D. Student disclosure of personal information

Rolwing® Instructors do not require students to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

E. Assessing student, mentee and instructor performance

1. In academic and mentoring relationships, Rolwing® Instructors establish a timely and specific process for (1) providing feedback to students and mentees as well as (2) a process for the students and/or mentees to provide feedback to the instructors and the Rolf Institute®. Information regarding the process is provided to the student and/or mentee at the beginning of instruction and/or mentoring.
2. Rolwing® Instructors evaluate students and/or mentees on the basis of their actual performance on relevant and established program requirements.
3. Rolwing® students and/or mentees evaluate Instructors on the basis of their actual performance on presentation of relevant and established program requirements.
4. Sexual Relationships with Students or Mentees
Rolwing® Instructors do not engage in sexual relationships with students or mentees who are in their class, program, workshop, or over whom Rolwing® Instructors have or are likely to have evaluative authority.

Section 9: Research and publication

A. Institutional approval

When institutional approval is required, Rolfers provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

B. Informed consent to research

1. When obtaining informed consent as required in Standard 4.03.9, Informed Consent, Rolfers inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers.
2. Rolfers conducting intervention research clarify to participants at the outset of the research (1) any experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the

participant or a third-party payor will be sought.

C. Informed consent for recording voices and images in research

Rolfers obtain informed consent from research participants prior to recording their voices or images for data collection.

D. Client/patient, student, and subordinate research participants

1. When Rolfers conduct research with clients, students, or subordinates as participants, Rolfers take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.
2. When research participation is a class/course requirement, the prospective participant is given the choice of equitable alternative activities.

E. Dispensing with informed consent for research

Rolfers may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to organization effectiveness conducted in organizational settings for which there is no risk to participants' involvement, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

F. Offering inducements for research participation

1. Rolfers make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.
2. When offering professional services as an inducement for research participation, Rolfers clarify the nature of the services, as well as the risks, obligations, and limitations.

G. Debriefing

1. Rolfers provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the Rolfer is aware.
2. If scientific or humane values justify delaying or withholding this information, Rolfers take reasonable measures to reduce the risk of harm.
3. When Rolfers become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

H. Reporting research results

1. Rolfers do not fabricate data.
2. If Rolfers discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

I. Plagiarism

Rolfers do not present portions of another's work or data as their own, even if the other work or

data source is cited occasionally.

J. Publication credit

1. Rolfers take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed.
2. Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

K. Duplicate publication of data

Rolfers do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

L. Sharing research data for verification

1. After research results are published, Rolfers do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude Rolfers from requiring that such individuals or groups be responsible for costs associated with the provision of such information.
2. Rolfers who request data from other Rolfers to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting Rolfers obtain prior written agreement for all other uses of the data.

M. Reviewers

Rolfers who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.