

## The Minster Centre Ethical Values and Conduct for Trainers in Counselling and Psychotherapy

All Trainers are expected to be familiar with and adhere to the Minster Centre General Code of Ethics, the UKCP Code of Ethics (accessible through the UKCP website, [www.psychotherapy.org.uk](http://www.psychotherapy.org.uk)) and the BACP Ethical Framework (on the BACP website at [www.bacp.co.uk/ethical\\_framework](http://www.bacp.co.uk/ethical_framework)).

1. The purpose of this Code of Ethics is to establish and maintain standards for Trainers and to inform and protect those seeking training in Counselling or Psychotherapy, whatever the level or length of the training programme.
2. The document must be seen in relation to all other Codes of Ethics and Practice in use at the Minster Centre.
3. Ethical standards comprise values such as integrity and respect. We also uphold anti-discriminatory practice and believe it underpins the basic values of counselling and training (please see The Minster Centre Diversity and Inclusivity Policy). Members of the Minster Centre, in assenting to this Code, accept their appropriate responsibilities as trainers, to trainees, trainees' clients, employing agencies, colleagues, this Centre and to the wider community.
4. In the context of this Code, Trainers are those who train people in counselling or psychotherapy and include Minster Centre tutors, supervisors and ETG facilitators.
5. During the training programme trainees may find themselves in a vulnerable situation where painful and potentially difficult material may be revealed, which needs handling in a sensitive manner. Whilst it is important for Trainers to show sensitivity, it should also be clear that the objective of the training programme is learning and not personal counselling. If painful personal material is revealed, trainees should be encouraged to seek help from their own personal therapist.
6. Trainers have a responsibility to encourage and facilitate the self development of trainees.
7. Trainers are responsible for establishing and maintaining appropriate boundaries between themselves and trainees, so that working relationships are not confused with friendships or other relationships.

8. If Trainers, including visiting tutors, have a pre-existing professional or personal relationship with their student group they should inform and consult with their Head of Year, or the Director of Training, as soon as possible. (Please see Minster Centre Dual Relationships Policy).
9. Trainers are responsible for ensuring that their emotional needs are met outside the training work and are not dependent on their relationships with trainees.
10. Trainers must not exploit their trainees financially, sexually, emotionally, or in any other way.
11. Trainers must monitor their training work and be able and willing to account to the Minster Centre for what they do and why.
12. Trainers have a responsibility to themselves and to their trainees to maintain their own effectiveness, resilience and ability to work with trainees. Trainers are expected to obtain supervision or consultation appropriate to their needs and to monitor their own personal functioning. Trainers should withdraw from training, whether temporarily or permanently, when their personal resources are sufficiently depleted to require this.
13. Trainers are expected to be well versed in the importance and necessity of confidentiality and to abide by the principles of respect for the privacy of the individual. Trainers will take care to preserve the confidentiality of sensitive and personal information obtained through their participation in the training programs. Training staff hold group confidentiality when information is shared within the staff group about a student's progress and welfare.
14. Information about specific trainees, or former trainees, may be used for publication only with the trainees' permission. Where Trainers use examples from previous work to illustrate a point to trainees, this must be done respectfully, briefly and anonymously.
15. Trainers must be alert to any prejudice and assumptions that the trainees or trainers reveal and raise their awareness of these issues, so that trainees are encouraged to recognise and value difference. (Please see The Minster Centre Diversity and Inclusivity Policy).