

These updates to the Fundamentals Teaching Guide I (FTG) (2020 version purchased before 2023—the corrections were made in the 2023 version) clarify how we want to communicate to new Co-Counselors about RC, touch, and misconduct; correct some of the numbering to the references to the Guidelines; and add update about the Unified Goal and the topic on Racism. If you have access to printing on a full sheet label, we recommend printing the accompanying document (the inserts to be printed on label paper without the instructions) on a full sheet label, cutting them to size, and pasting them in your FTG by following the instructions below. These instructions only apply to the 2020 version of the FTG. The 2023 version has these updates incorporated. (For versions earlier than 2020, you will need to apply previous revisions as well as these.)

You may want to simply make some corrections (to the numbers?) by hand. We have listed where the Guidelines numbers have changed, but not tried to create labels.

Print out **Topic 20: Racism** as a substitute for what is there, and print out **Topic 32: Misconduct** and insert at the end, before the **Glossary**. Please remove the 2017 Guidelines Excerpts but leave the **Glossary**.

Thank you!

Love,
Diane

Page 1

Instructions: Paste this new entry to the Table of Contents, covering the Excerpts from 2017 Guidelines for the Re-evaluation Counseling Communities and Glossary (these will no longer be referenced in the FTG).

Topic 32: Misconduct in

RC..... 71

Glossary..... 93

Page 4

Replace “2017” with “2022” in both places

Page 8 - Outline

Instructions: Paste this paragraph over the paragraph above the photo that begins with: “Summarize the...”

Summarize the process of how Co-Counseling works: caring, interested listening; taking turns; no giving advice; no telling your story while in the counselor role; confidentiality; the no-socializing policy; and so on. Inform people that we consider physical contact to be a useful part of the Co-Counseling process and that Co-Counselors often hold hands during sessions and hug one another. Inform them that they may decline the physical contact and their wishes will be respected. All are described in more detail in the outlines of the first few classes that follow but should be mentioned at the introduction.

Page 13 - Topic 1

Instructions: Paste these paragraphs over bullets 4 and 5.

- Class members will agree to keep **confidential** the content of a client’s session, including not raising it with the client without their permission. (Please also mention the exceptions in Guideline A.5.)
- Emphasize the importance, both for the individual and the group as a whole, of **weekly attendance** unless there is an emergency, they are ill, or they are away; a weekly **session** of at least thirty minutes each way, increasing to an hour each way over the length of the class series; **reading** the assigned articles; coming to class and sessions on time. However, we apply our Guidelines flexibly to encourage and support participation of diverse groups. Many people do not have the flexibility to add a weekly event to their already packed calendars. Guideline A.4. and C.2.

Instructions: In the bullet: "No mixing of theories" change C.5. to D.4.

Paste these paragraphs with the number 13 at the bottom of the page, over the last paragraph and the quote, following: "... before the leave each class."

Inform people that we find physical contact to be a useful part of the Co-Counseling process and that Co-Counselors often hold hands during sessions and hug one another. The teacher may ask them if they can hold their hand for a demonstration or put an arm around them if they are crying. Inform them that they may decline physical contact and their wishes will be respected.

Suggest that people tell their life stories in some of their first sessions, starting with birth and continuing to the present. Talk about what to do and not do in a session, as described in the *Fundamentals of Co-Counseling Manual*, pages 8-12.

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Page 14 - Topic 1

Instructions: Paste these paragraphs over the existing text.

QUOTE: THERE IS NOTHING WRONG WITH ANY HUMAN BEING EXCEPT THE RESULTS OF MISTREATMENT. Harvey Jackins, Scroll

Reading for the students: *The Human Side of Human Beings*, pages 1 to 51

Additional readings for the teacher: *Fundamentals of Co-Counseling Manual*; *The Re-evaluation Counseling Community Guidelines 2022*, Chapter M., C.3., C.5.; supplement to the *Fundamentals of Co-Counseling Manual* on the No Socializing Policy

Page 15 - Guidelines

Instructions: Paste the text below the line: "Don't give advice or interrupt discharge" covering the remaining text on this page.

- Ask if holding hands would be useful
- Divide the time equally even if it feels like one person needs more time than the other
- Remember to keep confidential what the client says in session
- Counselor can end the session by bringing the client's attention back to present time with an engaging question

- No socializing; don't come early or stay late for a meal or other activity
- Appreciate each other and each other's counseling
- Congratulations! Well done!

Page 27 - Topic 8

Instructions: Place the text at the bottom of page 27 over the text: "Teachers should tell the students to talk with them about any pressures to socialize" & the page number 27.

Specifically, teachers should tell the students to talk with them about any pressures to socialize or any expressions of sexual attraction coming at them. The teacher can do a session with the people involved to get any tendencies in these directions out into the open where they can be discharged on. (See Topic 31, Counseling on Sex and Closeness) We want to create an atmosphere of closeness and caring without allowing sexual distresses to be acted out.

Continued...

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Page 28 - Topic 8

Replace "2017" with "2022"

Page 29 - Topic 9

*Instructions: Place the text at the bottom of page 29 over text starting from: "**Showing caring:** Old hurts..." all the way to the bottom of the page including over the page number 29.*

While we stay aware of and discharge on any frozen longings for physical closeness, we also know that aware physical contact, like holding hands, can be an important reassurance to some clients and a strong contradiction to recordings of isolation. Each counselor must think about their own ability to offer that aware human contact, counsel with other Co-Counselors on any distresses they have about it, and always make sure that each client in each session both wants the contact and finds it useful.

Showing caring: Old hurts leave many of us reluctant to show our caring for others. We wait for others to first show they care for us. However, showing our caring makes it possible for others to show their caring for us, which moves the relationships forward. When people feel cared about, they feel more connected, and this makes it easier to discharge old hurts. Our experience indicates that it is more hurtful to humans to not have people whom they can openly love, than to not be loved by others.

Relationship counseling: When relationships become difficult, it can be useful to invite a third Co-Counselor to join the pair and counsel each person. This often reveals to both the counselor and the client the early sources of the mutual restimulation and each person's distress patterns. *continued . . .*

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Page 30 - Topic 9

Instructions: Paste this paragraph over the 1st paragraph above the photo that begins with: "Reading for the students: The Rational Needs of Human Beings" and covering the rest of the remaining paragraph. It will cover part of the photo.

The no socializing policy (Guideline M.1.) should be specifically talked about in the class, along with examples of how we handle difficulties and confusions in this area. The teacher needs to show their willingness to help people when there are difficulties in this area.

QUOTE: THE NATURAL EMOTIONAL TONE OF A HUMAN BEING IS ZESTFUL ENJOYMENT OF LIFE. THE NATURAL RELATIONSHIP BETWEEN ANY TWO HUMAN BEINGS IS LOVING AFFECTION, COMMUNICATION, AND COOPERATION. Harvey Jackins, "The Postulates of RC," *The Human Situation*, Revised (2010) pages 1-6 and Original pages 2-7

Reading for the students: "The Rational Needs of Human Beings," Harvey Jackins, *The Upward Trend*, page 115-135; "Another Look at Relationships," Tim Jackins, *Present Time* No. 175, pages 3-4

Additional readings for the teacher: "Connection," Tim Jackins, *Present Time* No. 134, pages 3-5; "Close, Caring Contact," Tim Jackins, *Present Time* No. 129, page 3

Page 33 – Topic 11

Instructions: Change "2017" to "2022" in the last line on the page.

Page 55 – Topic 23

Instructions: In the paragraph: "There are RC Guidelines...." replace O.1. and O.2. with E.1. and M.5.

In the paragraph: "RC also has a policy..." replace O.1. with O.2.

Page 56 – Topic 24

Instructions: In “Developing Communities” change D.4. to E.4.

In “Areas and Area Reference People” change D.5. to E.5. and D.6. to E.6.

In “Regions and Regional Reference People” change D.10. to E.10.

Page 57

First paragraph change D.11 to E.2 and D.2 to E.2.

In “Additional readings for the teacher” change “D.2., D.4., D.5., D.6., D.10., and D.11” to “E.2., E.4., E.5., E.6., and E.10.”

Page 63 – Topic 28

Instructions: Paste this paragraph over the text above the photo. It will cover the top of the photo.

In 2022 the RC Communities adopted a Unified Goal on the Climate calling on RCers to encourage and support every one of us to act against and discharge any distress that might keep us from playing an active role, as large and radical as necessary, to resolve the climate emergency. We will do this work as we work on our other goals and work to build a united front to end the climate crisis and all oppression.

QUOTE: HUMANS ARE ON AN UNSUSTAINABLE PATH THAT PUTS AT RISK MOST OF EARTH’S LIFE FORMS, INCLUDING OURSELVES. THIS PATH WAS CREATED AND IS SUPPORTED BY DESTRUCTIVE IRRATIONAL POLICIES ... THAT MUST BE COMPLETELY TRANSFORMED, BEGINNING NOW.

TO TRANSFORM THESE POLICIES, WE MUST END THE MANY FORMS OF OPPRESSION OUR GOVERNMENTS, INSTITUTIONS, AND INDUSTRIES USE TO CREATE AND ENFORCE THE POLICIES. WE SHARE A VISION OF A WORLD FREE FROM OPPRESSION, IN WHICH PEOPLE WORK COOPERATIVELY, IN A RESPECTFUL AND HARMONIOUS RELATIONSHIP WITH THE EARTH, TO ENSURE THAT EVERYBODY’S REAL NEEDS ARE MET. 2022 RC Community Goals—the Unified Goal on the Climate

Reading for the student: “Unified Goal on the Climate,” *Present Time* 209, pages 11-14; “Introducing the Unified Goal on the Climate,” Tim Jackins, *Present Time* 209, page 15; *Tools for Climate Organizing*

Additional readings for the teacher: *Sustaining All Life*, “Reversing the Climate Emergency,” Diane Shisk, *Present Time* 208, page 57; “Bringing Our Strengths as RCers to the Movement to Stop Climate Change,” Diane Shisk, *Present Time* 192, pages 10-13.

Page 68 - Topic 31

*Instructions: Paste this text on the paragraph starting with: "But sex is not the desperate necessity that..." and covering the paragraph that starts with "It has worked best for people to counsel on sex in small groups..." Do **not** cover the paragraph starting with "Counseling on the earliest memories connected to sex....".*

But sex is not the desperate necessity that our distresses and society's distressed portrayal of sex have made it seem. Many Co-Counselors' have found that as they discharge their way through their distresses connected with both closeness and sex, they become able to cuddle, touch, and be close, and the preoccupation with sex disappears. **It is possible to discharge our distresses connected to sex** and decide whether or not to make sex part of our lives.

It has worked best for people to counsel on sex in small groups of four or six experienced Co-Counselors instead of pairs. It appears that we need the attention of more people to feel safe enough to begin to openly work in this area. Same-sex groups often work best for many people.

Page 69 - Topic 31

Instructions: Place the text over the paragraph starting with: "If you are attracted to or fascinated with a Co-counselor..." and ending with: "The attraction is not worth endangering your Co-Counseling relationships."

If you are attracted to or fascinated with a Co-Counselor, do not work on the feelings with that Co-Counselor—that could spoil your Co-Counseling relationship—and do not act on the feelings. If it is hard to resist asking the Co-Counselor for more than a Co-Counseling relationship, tell other Co-Counselors and your teacher you are feeling that way. Don't keep it secret. Your Co-Counseling relationships will take you through all of your distresses and make your life better forever. The attraction is not worth endangering your Co-Counseling relationships.

Topic 20: Racism

Our goal is having the work on **ending racism** at the center of all the work in the RC Communities. Our goal is to end racism in this **century**.

Racism causes tremendous damage. **People of the Global Majority*** are heavily invalidated (including being treated as inferior), denied resources, and threatened and attacked. (We use the term Global Majority to include the peoples of Africa, Asia, the Pacific Islands, the Caribbean, and Latin America, and those descended from them. They are over eighty percent of the global population and occupy most of the global land mass.

Using the term “Global Majority (GM)” for these people acknowledges their majority status in the world and interrupts how the dominant (U.S. and European) culture assigns them a minority status. Many Global Majority people living in dominant-culture countries have been assimilated into the dominant culture—by force, in order to survive, in seeking a better life for themselves and their families, or in pursuing the economic, political, or other inclusion of their communities. Calling these people “Global Majority” contradicts the assimilation.

The policies and practices of governments and organizations institutionalize inequities that impact Global Majority people—racism becomes institutionalized. The negative results—limited access to education, high rates of incarceration, poverty, and more—are blamed on those targeted rather than on the policies that caused them. Many countries populated primarily by Global Majority people have also been colonized and heavily exploited by white-dominant nations.

The damage to Global Majority people includes damage from the resulting **internalized racism**. This leaves Global Majority people feeling inferior, less deserving of the resources of society, less intelligent, and so on and mistreating each other in these ways.

Our goal is to help each other discharge and free ourselves from racism—and thereby eliminate all racism.

Racism is not a “worse” oppression than the others. However, undischarged and unaddressed racism sooner or later derail all forward-moving efforts. To end racism, we must both organize to end racism in its **institutionalized** societal form, as well as free every individual from the distresses of racism, and stand up against racism.

Our ultimate goal is to end racism. As part of this we will end racial divisions—but white people first need to do much discharge work separately from people of the Global Majority. They need to discharge on how their lives have been affected by racism and the patterns of racism they carry, while working toward having non-oppressive **relationships** with Global Majority people and standing up against racism.

QUOTE: TO END RACISM, POLICIES MUST CHANGE, RACIST BEHAVIOR MUST STOP, THE INJUSTICES FROM RACISM MUST BE REDRESSED, AND ALL PEOPLE MUST RECOVER FROM THE DAMAGE DONE TO THEM BY RACISM. Tim Jackins, *Working Together to End Racism*, page 1.

Additional readings for the teacher: “Ending Racism, Making it Happen,” Tim Jackins, *Present Time* No. 128, pages 3-4; “Racism, and Our Interpersonal Interactions,” Tim Jackins, *Present Time* No. 175, pages 21-22; “Native People Have Been Targeted with Genocide,” Tim Jackins, *Present Time* No. 184, page 5.
Reading for the students: *Working Together to End Racism*, Tim Jackins and others, pages 1-13

Topic 32: Misconduct in the RC Community

The RC Community is a group of people who are working to regain full access to our innate intelligence and humanness through the process of discharge and re-evaluation. Treating each other well is a basic agreement within the RC Community. We are working to end all forms of mistreatment and oppression.

We have all grown up in oppressive societies and bring our undischarged distresses and patterns of behavior from oppression into the RC Community. We work to prevent the acting out of these distresses and to help people recover when they are mistreated. We also assist each other to reclaim the ability to notice and intervene when oppressive behavior and mistreatment occur, including when we ourselves act in an oppressive manner.

Our experience is that no one oppresses or otherwise harms anyone without first having been hurt or oppressed themselves. When we have access to discharge, we are more successful at ending long-held patterns of acting out distresses, including oppressions, at others.

If Co-Counselors act out their distresses, we want to stop their distressed behavior while reaching for them with caring. Our society oppresses people until they misbehave and then punishes them for acting out the distresses it has installed. Our tools and theory give us a way to address misbehavior in a way that will benefit everyone.

The RC Community has means of addressing misconduct in RC. Our Guideline M.5. Handling Oppressor Patterns including Sexual Misconduct, and Addressing Mistakes, Disagreements, and Criticism spells out our process in detail.

We ask that Co-Counselors who want the help of the RC Community to address misconduct, including the acting out of oppressor patterns, review Guideline M.5. and contact their teacher or Reference Person for assistance.

[Guideline M.5. Part A](#) describes how we handle oppressor patterns, mistakes, disagreements, and criticism in RC. It suggests many steps that can be taken to resolve a concern, with or without the help of an RC leader.

[Guideline M.5. Part B](#) describes how we handle sexual misconduct in RC. Within the RC Community, we are committed to creating and maintaining an environment free of sexual misconduct and harassment. We want to address misconduct in RC if it occurs, promote conditions where misconduct is less likely to occur, and create the conditions for recovery by those who were oppressed or mistreated. Part B offers several options, including a formal “Complaint Resolution Process” to address concerns of sexual misconduct.

It is important that we offer assistance to those who were harmed by misconduct in RC. We usually do this by organizing counseling for the person who was harmed. Those who

have acted in harmful ways need to take responsibility for any harm they have caused and to address the underlying causes of their behavior. We can provide resource to all involved while not vilifying any of the individuals.

Resources for addressing sexual misconduct in RC can be found [here](#). All RC leaders are to be trained in addressing sexual misconduct in the RC Community. It is always appropriate to ask for the assistance of RC leadership under Guideline M.5.

QUOTE: WE ARE DETERMINED TO PROMPTLY ADDRESS CONCERNS OF SEXUAL MISCONDUCT AND STOP ONGOING MISCONDUCT. WE WANT TO LIMIT THE HARM AND CONFUSION IT CAUSES. WE WILL OFFER THOSE WHO WERE HARMED THE OPPORTUNITY TO RECOVER FROM THE HARM. THOSE WHO ACTED IN HURTFUL WAYS WILL BE GIVEN THE OPPORTUNITY TO TAKE RESPONSIBILITY FOR THE HARM CREATED AND ADDRESS THE UNDERLYING CAUSES OF THEIR BEHAVIOR. THIS PROCESS CAN MAKE LASTING CHANGE POSSIBLE. *The Re-evaluation Counseling Community Guidelines 2022*, Guideline M.5. Reason Part B.

Readings for the student: “Summary of and Context for the Sexual Misconduct Guideline,” *Present Time* 209, pages 7 – 8, rc.org/summary_context; *The Re-evaluation Counseling Community Guidelines 2022*, [Guideline M.5](#). Handling Oppressor Patterns, Including Sexual Misconduct and Addressing Mistakes, Disagreements, and Criticism, rc.org/publication/guidelines_2022/m05a; “Handling Oppressive Behavior in RC,” *Present Time* 190, page 32-33, rc.org/publication/present_time/pt190/pt190_032_ds
Additional reading for the Teacher: “Sexual Misconduct Guideline M.5. Resource Document,” rc.org/sm_resource.

