



The London Focusing Institute

TWO YEAR CERTIFICATION COURSE IN FOCUSING-ORIENTED PSYCHOTHERAPY

Certification by The Focusing Institute (NY) and The London Focusing Institute

OVERVIEW OF THE TWO YEARS

This is a two-year post-graduate specialisation in Focusing Oriented Psychotherapy taught within the spirit of valuing the diversity of forms of FOT, emphasising existential and 'being' qualities. Students must already have completed a recognised therapy or counselling training or have completed such training before the award of certificated FOT can be given at the end of training.

The programme will be offered in English and may include invited teachers from across Europe, and local and international FOT supervisors who are able to support the integration of a Focusing spirit in therapy and psychology practice. In the latter part of the programme, students will be encouraged, at an appropriate stage of their learning, to offer Focusing-Listening introductory sessions to a local group (specialised populations or the general public). This helps to connect the programme to the local context and encourages the students to 'own' the programme as their own, within their own communities. It also helps to raise the profile of the training as a unique offering within London (or other local areas) and gives students a valuable opportunity to practice teaching this experiential way of being to their colleagues and community.

The programme will begin early 2016 and will take place over 6 weekends per year, plus regular Focusing practice and supervision sessions. Twelve sessions in

total. The fee for the programme does not include supervision sessions or the final certification fee from The Focusing Institute.

Year one

The programme emphasises Focusing as a way of begin with self and other. It is not a technique and it is not something that we do to others. Therefore the first year offers students an in-depth experience of learning Focusing for themselves in order to gain familiarity with their own experiencing process. The first year also, alongside learning about one's own process, teaches various ways of listening deeply to another and the importance of the presence of another person to our experience of ourselves. In the first year students will also be introduced to forms of guiding another to attune to their own experiential awareness. Much of this teaching will arise from practice sessions with others in the cohort. Both years will offer opportunities for students to practice teaching Focusing in the group as well as guiding new people in the process so that they will graduate with an ability to offer workshops and individual sessions as well as integrating Focusing into their therapeutic practice. Practice will be supported by a growing understanding of the broader philosophical basis of this experiential practice and its place within the existential tradition. Students will also be exposed to other understandings of Focusing in order to form a personal integration of their own understanding of the experience of being alive.



Year two

The second year builds upon the intricacy of each student's personal awareness as well as their growing ability to deeply accompany another person while that person explores their implicit experiencing. Year two also concentrates on ways of integrating Focusing into therapeutic practice. Each student will be encouraged to develop their own experiential integration into their therapeutic practice. The course includes an existential-phenomenological understanding of Focusing and

therapeutic practice. Students will likely be exposed to a various Focusing approaches through guest teachers. We will also explore Focusing with particular populations and in particular settings, depending up the specific interests and current work contexts of the cohort.

In order to apply for the course, prospective students will be strongly encouraged to complete the *equivalent* of a Level I Focusing Workshop (2 days) sometime before starting the training and preferably before applying for the programme. Otherwise students will not have an adequate grounding in Focusing to know that they are ready to commit to the two-year programme. The weekend workshops by Greg Madison held in London in 2015 would fulfil this requirement.

All students must have completed a full therapeutic training and be registered with a professional body with a code of ethics and practice in order to graduate with the Focusing Institute's Focusing Oriented Therapy certificate. Also, students must register as 'professionals-in-training' with the Focusing Institute from the beginning of the programme and remain registered during the full training if they want to gain the Focusing Oriented Therapy certificate from the Focusing Institute. It may be possible that the London Focusing Centre will also offer a certificate at the end of the two years.

Supervision sessions for Focusing practice (some face-to-face when lecturers are visiting and also possibly some using skype/telephone) begin in year two. The format of the training will be flexible and under constant review in order to ensure the most effective and satisfying training experience for each cohort.



FORMAT OF LEARNING

1. Six two-day workshops in each year (12 workshops in total over 2 years)

Two-day workshops will take place approximately every 2 months throughout the 2-year training. Each workshop should be held over a Saturday (10-5pm) and Sunday (10-3pm), with possible day or evening sessions added either side for supervision sessions (individual or small group, 2-3 hours) if requested. Each workshop is approximately 10 hours (one-hour lunch break, half hour on Sunday).

Although the intention is to provide a flexible and culturally-sensitive training experience, it is expected that students will arrive on time and commit to the full session – late arrivals and early departures can be disruptive to the group, especially if deep experiential work is going on. If a student misses a workshop they will need to make up that workshop by attending the next time it is offered or by similar equivalent arrangement with the Programme Leaders. Each weekend must be paid for even if missed. The group process of the cohort will be attended to as an important aspect of the training and as an opportunity to practice experiential listening in a group setting.

Video and/or audio clips of Focusing (year one) and Focusing Therapy (year two) sessions held between the workshops could be used as teaching aids shown to the group on the last day of each workshop. This, and other details, will be negotiated with each group of trainees.

2. Peer Assignment Discussions

The training is highly experiential but also includes reading of theoretical and practical papers for discussion. There are no academic requirements but we do ask for a written self-assessment at the end of year one and a write-up of the each group's teaching project at the end of the course

3. Second Year FOT Supervision

By year two students are expected to begin to integrate their learning into their therapeutic work (psychotherapy, counselling, or coaching). This integration is supported by monthly one-hour supervision sessions with a Focusing supervisor in person or via skype.

4. Focusing Partnerships

Each student should have an on-going Focusing partnership during the programme. These sessions offer Focusing Listening time, at least 25 minutes each, either face to face or by phone. These partnerships are crucial practice time

so that Focusing- Listening is integrated into the student's way of being with self and other and so that the student becomes intimately acquainted with their own experiencing styles and ways of listening to others. Students might switch partners at intervals in order to experience different styles and needs – but this will be guided by the students' felt sense of the importance of staying with the same person or being exposed to more diversity in partnerships.

5. Optional – students who are deemed to be proficient in Focusing-Listening may offer their services to the Focusing Partnership pool through the Focusing Institute in order to offer low-cost Focusing-Listening opportunities to new Focusers over the phone. Otherwise, there may be a way of offering this service to the local general community or specialised populations within the UK.

6. Assistant Teaching – Graduates who are interested in learning the skills to teach Focusing and FOT are invited to return to the workshops as 'assistants' paying half the regular tuition.

ASSIGNMENTS AND ASSESSMENT

Students will be expected to read selected papers between workshops in order to have continuity in their learning and will present a discussion of each paper to their peers in the workshop setting. In the first year students may be asked to make a tape/video recording and transcript of a Focusing session with a peer, which will be reviewed by the group and Programme Leaders.

In the second year students should deliver, either individually or with a group of fellow students, a project where they organised and delivered a teaching session to anyone in their local community. This could be with fellow professionals, students, in a school or community group etc. It is an attempt to ground Focusing in local cultures, to identify what issues arise when teaching Focusing in this particular population – what works and what doesn't. The project should be written up to a publishable standard (4000 words max), but students are encouraged to work together, so it is a group project and paper. There will be a self and peer assessment for each student and students who are not ready to graduate the programme can be offered further mentoring and supervision before certification.



YEAR ONE DATES:

Saturdays 10-5pm, Sundays 10-3pm:

13-14 February, 19-20 March, 7-8 May, 16-17 July, 24-25 Sept, 12-13 Nov.

TOPICS WE MAY INCLUDE IN THE PRACTICE ISSUES AND CONCEPTUAL GROUNDING SESSIONS:

FIRST YEAR:

The Basics of Focusing as a Way of being rather than a technique

Focusing Steps and an exploration of their usefulness in learning

Some History of Focusing and Basic Concepts – Felt Sense, Edge of Awareness, Carrying Forward/Life-forward Direction, Felt Shift, Inner Critic

Gendlin's concept of the BodyBasic Listening and Advanced Listening

Different Forms of Focusing (different teachers), and their integration into different spiritual traditions and its different uses (children, theory construction, creative work, conflict resolution, medical settings, addictions, sports, bodywork...)

Difficulties with Focusing Issues with teaching and teaching specific groups Radical Acceptance and Inner Relational Focusing Changes Groups and community building

Exposure to different styles and understanding of visiting teachers (likely European teachers due to costs)

The Critic, Wholebody Focusing, What is experiential depth?

SECOND YEAR:

Basics of integrating Focusing into therapy. What is a FOT?

Different forms of integration and different therapeutic traditions

Reading various clinical and research papers

Interventions with clients, how to pause, slow down content, invite a felt sense to form, reflect in a way that highlights the implicit

The uses of self-disclosure, where do questions point to, how to use the therapist's felt sense

What do we mean by 'therapeutic relationship'?

Integration of Focusing into Coaching & Mediation?

Use of language, images, symbolising...

What kind of environment is therapy?

Philosophical concepts: interaction first, basic process model concepts

Student presentations on their specific integrations – specific settings, populations, therapeutic traditions, brief and long-term therapy

What is an experiential track and experiential depth?

Difficulties in FOT and possible contra-indications? Clients with no bodily sense, trauma, depression, overwhelming experience, when the therapist is dealing with difficulty, addictions, cultural issues...

Critiques of FOT from other approaches and clarification of other approaches from a FOT perspective

Therapist Self-care Focusing-Oriented Supervision



Tutor:

- Main tutor Dr. Gregory Madison, joined by LFI graduates and hopefully visiting international FOT teachers.

Fees:

(Supervisory fees not included. Approx. £60-70 per 50 minute session.)

Fees = £195 x 6 weekends per year.

The total course fee in order to graduate is: £2340 and can be paid in installments or annually. There is an early-bird discount of £140 if either the whole amount of £2,200 or an instalment of £1,100 is made by the 1st October. The second instalment would be due 2 weeks prior to the start of Year 2.

Each student will need to pay the total fee even if they miss one or more weekend workshop. Missed workshops will need to be 'made up' by negotiation with the teachers and with the extra cost of the make-up workshop. The expectation is that each person commits to full course attendance.

The programme would adhere to an equal opportunity policy and be open to any qualified student, especially encouraging qualified students who might take Focusing into discriminated against, oppressed, or under-privileged populations.



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<http://www.londonfocusing.com>