

Focusing Resources Certification as an Inner Relationship Focusing Professional

The prerequisite for application to the Focusing Resources Trainer-in-Training program is to complete the four levels of Inner Relationship Focusing Training.

Once you have completed the four levels you can apply to the certification program by having a conversation with Ann Weiser Cornell. Ann will discuss with you your experience with Inner Relationship Focusing, and what you would like for yourself and others from becoming a Focusing Teacher/Guide. Ann will also explain further how the certification process works. There is no charge for this call, which takes up to half an hour and can be arranged by email.

Upon acceptance to the certification program, you would choose a second mentor who is an Inner Relationship Focusing teacher. (For a Directory of such teachers, see www.focusingresources.com.) The two mentors (one mentor is Ann Weiser Cornell) then support you through the certification training process.

There is no starting date or fixed time period for the certification; each person goes through the certification program at his/her own pace. The process usually takes about 12-18 months.

Note: This document revised and effective February 1, 2011. If you were on an earlier plan some of these fees may not apply to you; please ask if you'd like to see the previous document.

Fees

The general fee for certification training is \$1100, due at the first self-assessment session, which breaks down into \$600 to Focusing Resources, Inc. and \$500 to the second mentor. This fee includes payment for the three self-assessment sessions with both Mentors. The general fee has no time limit--even if your training lasts more than one year, no additional general fee will be due. There are additional required courses and sessions that are payable separately (see below), often at a discount for those in the certification program. See the end of this document for a breakdown of costs.

Requirements

The requirements for the program can be divided into five components: General, One-to-One, Groups, Marketing, and Self-Assessment. All requirements are flexible and open to discussion based on your goals and past experience. The discussion about varying from the requirements given here needs to happen at the start of the training.

General

Monthly consultation group. You need to attend Ann Weiser Cornell's phone consultation group, the "Emerging Teacher's Group," at least once a month. The group is

offered at two different times each month to accommodate different schedules. This is a group for current and past trainees and offers a place to raise issues and bring questions in regard to doing one-to-one sessions, creating and teaching classes, and doing marketing activities.

Fee: included

Purpose: Regular contact with Ann as well as a chance to get to know other trainees. Opportunity to share issues, challenges, and triumphs in a supportive group.

Sessions with mentors. You need to have regular Focusing sessions guided by your Mentors, usually one per month with either Mentor. The usual practice is to work with the Mentors in alternate months, although other arrangements are possible. After you have had a total of 12 sessions, usually 6 with each Mentor, further sessions are optional. Fee: To be arranged with each Mentor, will be discounted from Mentor's regular session fee

Purpose: These sessions allow you to have a deeper bond with your Mentors and they with you; but perhaps their most important purpose is for you to experience the quality of relationship, empathy, and support over time that you are learning how to give to others, and for you to know in your bones that "Focusing works."

Project. You need to create, research, and write up a "Focusing project." This is usually an area of interest that you would like to pursue and develop. Examples: Focusing with children, Focusing and music, combining Focusing with yoga. You would consult with your Mentors on your choice and then create activities and experiences that allow you to explore your topic.

Documentation: Write a paper of about 10 pages about your Project and give it to the Mentors. OR Design a multimedia presentation on your Project and give it to the Mentors. OR Create a workshop on your topic and offer it, and report to the Mentors on the structure and language of the workshop, and how it went.

Purpose: Pursuing a project and writing about it is an important way for you to make the Focusing process your own in an active way.

Treasure Maps to the Soul. This intensive six-day retreat has been called "grad school for Focusing." Taught by Barbara McGavin and Ann Weiser Cornell, the originators of Inner Relationship Focusing, this training illuminates the theoretical roots of the Inner Relationship process, and shows how to apply it to some of life's most difficult issues. Treasure Maps to the Soul is offered only in 6-day retreats in various parts of the world, two or three times per year, so trainees need to plan ahead.

Reading list. There is a reading list of recommended readings, to be completed by the end of the training. This reading list may be added to during the program.

Included:

Cornell, Ann Weiser. *The Focusing Teacher's Manual*. Berkeley CA: Focusing Resources, 2008.

Cornell, Ann Weiser. *The Radical Acceptance of Everything*. Berkeley CA: Calluna Press, 2005.

Note: Although the following two books are on Focusing-oriented therapy, they provide invaluable information to the Focusing practitioner as well.

Gendlin, Eugene. *Focusing-Oriented Psychotherapy*. New York: Guilford Press, 1996.

Purton, Campbell. *Person-Centred Therapy: The Focusing-Oriented Approach*. London: Palgrave-MacMillan, 2005.

One-to-One

The following classes and activities are intended to develop your ability to offer one-to-one Focusing sessions.

Focusing partnership. You need to have at least regular Focusing partner (weekly or biweekly) throughout your training. If one Focusing partnership ends, you need to seek out and start another one. Other Inner Relationship Focusing trainees are a good source for partnerships.

Fee: 0

Documentation: By the end of the training, please write a 500-750 word essay on the benefits of Focusing partnership.

The Demonstration Class. You need to take at least one Demonstration Class by phone, observing Ann Weiser Cornell work with three different people new to Focusing. Offered 4-5 times per years at different times. Taking more than one of these classes adds benefit. Fee: Ordinarily \$120 per class, discounted to \$100 for trainees.

Module One: Creating a Professional Practice: Working with Focusing Clients One-to-One. Taking this Module is required. This phone course, offered twice a year at different times, offers training in the elements of creating a professional practice as a Focusing guide, including: the difference between guiding and doing therapy, good boundaries and ethical issues, setting and raising fees, and methods for offering helpful Focusing sessions to people new to Focusing, and ongoingly. Work with two practice clients is also included.

Fee: All three Modules (see below) together are ordinarily \$665. With discounts, the cost to trainees is \$575. The Focusing Teacher's Manual (\$197) also needs to be purchased and covers all three Modules.

Level Five: Guiding New People. This required course is the most advanced in the series of classes regarding one-to-one sessions. Trainees work with guest volunteers who are new to Focusing, observed by the teacher and the other trainees.

Offered in person in Oakland, CA, twice each year as a three-day workshop in June or December.

Fee: \$475, no discount for trainees but \$100 off for repeating

Doing Guided Sessions with Feedback. After you have taken either Module One or Level Five, you can do guided individual Focusing sessions for up to six meetings per

person, either with people you find or with practice clients we find for you, either in person or on the phone. There is a feedback structure for receiving feedback from the practice clients and reporting on the sessions to your mentors.

Requirement: Do at least fifty sessions (that is number of *sessions* not number of *people*) and report to your mentors on at least half of them.

Fee: 0

Fee for listening to recorded sessions (with the clients' permission): \$125/hour

Purpose: Doing guided sessions is a skills that improves greatly with practice. The more the better! When you sit down to reflect on a session soon after you have done it, and send your reflections to your Mentors including any questions you may have, this greatly increases your learning from the sessions you do and provides your Mentors with opportunities to support you.

Groups

The following classes and activities are intended to develop your ability to plan and teach Focusing courses and workshops for groups.

Assist with classes: You need to assist your Mentors with Focusing classes or workshops, either in person or on the phone. You may do this as often as you like, and the minimum required is to assist once with all four Levels, following the same group, and with Level One twice more.

Fee: 0

Documentation: The first or second time you assist with Level One, write out an outline of the course including topics, demonstrations, and exercises, and give to the Mentors.

Module Two: Teaching Focusing to Groups: Course Design and Group Process.

Taking this Module is required. This phone course, offered twice a year at different times, offers training in the elements of designing and teaching Focusing courses, including basic principles, recommendations for what goes in each level, methods for handling group process, how to give group guided exercises, and how to support partnership and Focusing community.

Fee: Discussed with Module One, see above.

Develop plan for teaching Level One. After assisting with at least one Level One taught by one of the Mentors, the trainee will develop a plan for his or her own Level One course, in person (weekend or weekly) or on the phone, including topics, demonstrations, and exercises set out in order with times, and show this plan to the Mentors. (See below, Marketing Plan for first Level One.)

Teach Level One. Teaching Level One is the next step after planning it and bringing in the students. You may want to invite another trainee to be your assistant in your Level One, and offer them the same for theirs.

Documentation: Write an assessment of your first Level One including what you learned, what you appreciated, and what you would do differently, and give it to the Mentors.

Marketing

The following classes and activities are intended to develop your ability to do marketing for your sessions and classes.

Module Three: Empathy-Based Marketing: Finding People to Teach. Taking this Module is required. This phone course, offered twice a year at different times, offers training in the elements of marketing based on empathy for the potential client or student, including an understanding of the stages of marketing, and practice in planning and carrying out such marketing activities as: giving talks, writing articles, networking, creating a website, offering email newsletters, writing a brochure, and offering low-cost introductory seminars. Also includes solid support in writing attractive descriptions of one's own work and offerings.

Fee: Discussed with Module One, see above.

Develop a marketing plan for your first Level One. How will you find the students for your first Level One? Your answer to this question is essentially your marketing plan. This is a good question for discussion in the monthly support group.

Level One Flyer. No matter what your marketing plan, you still need a flyer that contains information about your course. Write and design a flyer for your first Level One, and show to the Mentors.

Brochure or website. Ongoing marketing requires a way for people to learn more about what you do. Develop a brochure or a website describing yourself and what you offer, and show to the Mentors and fellow trainees.

Self-Assessment

A key element of the training process is "self-assessment." The certification training is "framed" by three self-assessment sessions: one at the start of your training, the second in the middle, and the third as a completion.

A self-assessment session is a Focusing session: yours. In the presence of your two Mentors, you Focus on issues of your training, such as "How am I feeling now about becoming a Focusing teacher?" "What are my strengths?" "Where do I need to grow?" "What support do I need?" The Mentors listen to your Focusing, reflect, (and guide if you ask). At the very end of the session, the Mentors have a few minutes to respond from their felt senses in a Focusing way.

The self-assessment is not an evaluation of you by your Mentors. It is tuning in to how your own felt sense is guiding your training process. This is a radically different educational form. People have found that they experience their growing readiness to teach Focusing in a bodily way. Rather than being told from outside that you are ready, this process allows you to feel it from inside.

The timing of each self-assessment is determined by you. When you are ready to start your training, when you feel about halfway through, and when you are ready to complete, you call or email the two Mentors and ask to schedule your first or next self-assessment. As you look at the list of requirements, you will see some general guidelines about whether each item is usually in the first or second half of the training period. But each person is different.

A Typical Timeline

(1) Training starts with the first Self-Assessment in the presence of the two Mentors. At this time also: join the Focusing Institute as a Trainer-in-Training. You are in an ongoing Focusing partnership. Begin doing readings; starting thinking about your Focusing project.

(1-12) Each month after the start of your training you will have a Focusing session with one Mentor. The purpose of these Focusing sessions is for you to experience receiving guided Focusing sessions over time with an expert guide, and to deepen your relationship with your Mentors.

(1-12) Each month you will also attend the Emerging Teachers phone support group, one hour per month.

(2) Take the Demonstration Class.

(3) Take Module One. Start doing guided sessions with practice clients and sending reports to your Mentors, for a total of at least 50 sessions by the end of your training.

(4) Start assisting one of your Mentors in teaching Level One. Perhaps this will be the group that you will stay with for all four Levels.

(5) Take Module Two.

(6) Take Level Five: Guiding New People

(7) Have your second Self-Assessment. At this mid-course Self-Assessment you are Focusing on questions like: “How is my training going? What am I needing to emphasize in the rest of my training? What support do I need?”

Continue developing and researching your Focusing project.

Continue monthly sessions with Mentors as well as your Focusing partnership.

Continue attending Emerging Teachers phone support group.

Continue assisting with Mentors’ courses.

(8) Attend a Treasure Maps to the Soul retreat.

(9) Take Module Three. Develop a marketing plan for your first Level One... and carry it out. Create a Level One flyer.

(10) Develop a teaching plan for your first Level One.

(11) Teach your first Level One. Write a learning assessment afterward.

(12) Develop a brochure or website offering your work to the public. (This requirement can be adapted to your own goals.)

(13) Have your third and final Self-Assessment. Do Focusing with questions like: “How does it feel to be completing this process?” “How does it feel to become a certified Focusing Professional?” There is a feeling of being certified “from the inside.”

(14) For completion of your training, send the certification fee to the Focusing Institute, or arrange to attend the Certification Weeklong in New York.

(15) You are welcome to continue to attend the Emerging Teachers Support Group as your steps as a Focusing Professional continue to go forward. (After you graduate, the cost of the group is \$20 each time.) *Note: Other continuing education activities for being an Inner Relationship Focusing Professional are still being determined.*

The Role of the Two Mentors

The role of the Mentors is to support your process of training by being present for your Self-Assessments and staying in touch with you in between, being available for practical questions and emotional support. The Mentors do sessions with you, give you feedback on your assignments, and may teach Level courses at which you can assist.

Each Mentor also supports your relationship with the other Mentor. If you and either Mentor encounter issues between you that need to be worked out, the other Mentor will support the working out of the issues by listening to you both, and with other interactive techniques.

Recommended: email both Mentors with questions that arise during your training.

Relationship with the Focusing Institute

This certification is given by the Focusing Institute, so you need to meet their requirements as well:

- You need to join The Focusing Institute as a Trainer-in-Training, which costs \$75 per year, from the beginning of your training.
- There is also a final payment of either \$500 or taking a Certification Workshop in New York (see below).

To maintain your certification on an annual basis, you will need to remain a member in good standing of the Focusing Institute at the Trainer rate, which is currently \$125/year.

Becoming Certified

At the completion of your training you have the choice of going to New York for a certification weeklong at the Focusing Institute, or paying \$500 to the Focusing Institute in lieu of the weeklong training. The philosophy here is that your work with Ann Weiser Cornell and your other Mentor is complete training in itself, but the Focusing Institute receives a fee (either directly or from the weeklong workshop) for your certification.

In the past, certification was only possible by traveling to the Focusing Institute in person, for a weeklong workshop, after working with a Mentor. The Coordinators lobbied hard to create an alternative to this. Working with a “Certifying Coordinator” and paying the \$500 is now an alternative to going to New York. Ann Weiser Cornell is a Certifying Coordinator.

Time Limits, Inactivity, and Termination without Completion

There is no time limit for completing the certification process, but trainees who are not involved in any certification activity for nine months shall be deemed **Inactive**. After a trainee has become **Inactive**, s/he needs to have a session with Ann Weiser Cornell (paid at the current trainee rate) to discuss reactivation. If requirements and/or fees have changed since the trainee’s original inception, the discussion will include which of the new requirements and/or fee changes to include in the new plan.

Examples of activities that keep certification active:

- attending emerging teacher groups
- assisting with Level classes
- having sessions with mentors
- emailing mentors with reports of practice sessions
- taking Module classes
- taking a Treasure Maps to the Soul retreat
- emailing mentors with reports of progress on project

Being in certification training requires two Mentors. If you lose one of your Mentors for any reason, your certification training is on hold until you find a new Mentor. If the on-hold status continues for nine months, you become Inactive (see above), and need to go through a reactivation process as described, as well as a process for starting with a new Mentor. Starting with a new Mentor involves a new Self-Assessment session with both Mentors which may be payable additionally if it is an extra session, and payment of a fee to the new Mentor.

Starting the certification process does not guarantee completion of certification. Trainees who do not complete certification for any reason are not due a refund of fees. Trainees who switch Mentors are not due a refund of fees to the first Mentor.

Estimated Cost

Since there are variables involved, we can't give an exact cost for the program, but the following is an estimated average:

Overall fee (includes self-assessments with Mentors)	\$1100
Focusing Institute Trainer-in-Training fee	
(this varies depending on your country)	\$75
Sessions with Mentors (estimated 12 @ \$125)	\$1500
Module courses	575
Focusing Teacher's Manual	197
other books on reading list	80
Demonstration Class	100
Level Five	475
Treasure Maps to the Soul (est.)	1500
Certification Fee to Focusing Institute	500

Not included in this list: travel to workshops, phone calls.