

THE BRITISH FOCUSING ASSOCIATION

CODE OF ETHICS

PURPOSE

The teaching of Focusing involves the transfer of certain skills from teacher to student that foster a healthy and creative relationship with the inner world of feeling, psyche and spirit. The facilitation of the Focusing process as undertaken by Focusing practitioners involves the sensitive support of a client in the exploration of their inner experiencing.

RELATIONSHIP TO COUNSELLING & THERAPY

Although teaching Focusing is primarily an educational activity and facilitating the Focusing process aims first and foremost to promote a relationship between the client/student and their own experience, therapeutic moments may arise in both contexts. However, I will only offer Focusing in a therapeutic or counselling framework if I am a qualified counsellor or therapist.

ATTITUDE TO STUDENTS

I respect the free will, freedom of choice and dignity of all my Focusing clients and students, irrespective of their human differences from myself and amongst each other.

BOUNDARIES

I will behave in a professional, responsible and compassionate manner, and will not abuse the power entrusted in me by Focusing clients or students for my own financial, emotional or sexual benefit. I am aware of the need for appropriate boundaries between teaching relationships, counselling or therapy relationships, and social relationships.

SELF-DISCLOSURE

I will openly disclose details of my qualifications, training and experience on request.

CONTRACTS

I will be clear about our agreement over the number and duration of sessions, my fees, and provision for cancellation of sessions.

CONFIDENTIALITY

I will respect the confidential nature of all personal information I gather in the course of my work.

CONSULTATIVE SUPPORT

I will seek consultative support for my work from my colleagues as and when necessary, and be responsible for my continuing professional development. Also, my role as a Focusing teacher is very much based on my continuing to practise Focusing for myself.

ACCOUNTABILITY

It is my responsibility to monitor my teaching and facilitation work and to be able to account to students, clients and colleagues for what I do and why I do it.

COMPETENCE

I am responsible for monitoring the limits of my competence, effectiveness and resources in teaching Focusing satisfactorily.

FEEDBACK

I am open to feedback about my teaching/facilitation from students, clients and colleagues.

DISPUTES

In the event of a dispute arising on any of the above matters in the course of my work as a Focusing professional, I will discuss the matter openly with the person(s) concerned, and where necessary with other BFA members. If necessary, either party may seek BFA mediation.

BFA SUPPORT

I am a member of BFA which supports me in my work. If I have a concern about any ethical issue, I will seek the views of my colleagues in BFA, and discuss it with them.