

# BFA Focusing Practitioner Training - Useful Information

## Table of contents

<b>Supporting Mentor</b>	<b>1</b>
The role of the Supporting Mentor	1
<b>Preparing for the Practitioner Training</b>	<b>2</b>
Support in choosing a Supporting Mentor	2
Basics about the Supporting Mentor	2
<b>Helpful information for the Trainee</b>	<b>2</b>

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## Supporting Mentor

### The role of the Supporting Mentor

The intention is to have a second person accompanying your journey - somebody whom you can run your ideas past, who can provide a different kind of listening or input when you need it.

This can be in the form of Focusing sessions, discussions, attending to practical questions, and offering emotional support.

If a Supporting Mentor has specialised experience in a particular field, for example children's Focusing, they can provide additional input in an area of interest.

Each Mentor can be asked to support the trainee's relationship with the other Mentor should issues arise. (Regarding confidentiality, see suggested initial conversation with the trainee at the beginning of the training)

Toward the end of the training, the Supporting Mentor will be invited to share a felt sense of the trainee's readiness for certification.

When training is complete, a Supporting Mentor will co-sign the certificate.

# Preparing for the Practitioner Training

## Support in choosing a Supporting Mentor

To help new Trainees (who may not know Practitioners in the BFA) to find a Supporting Mentor, a list of Supporting Mentors has been added to the website ([Link here](#))

Benefits of this list:

- Additional information can be provided by Supporting Mentors
- Ease in approaching BFA Practitioners who have indicated their willingness to act as a Supporting Mentor
- Please note people who have not chosen to list themselves may still be available to act as a supporting mentor.

## Basics about the Supporting Mentor

- A minimum of 4 hours is recommended to be spent with the Supporting Mentor, spread over the period of the training, ideally with some contact close to the beginning and end.
- The initial and final sessions with the Training Mentor can include the Supporting Mentor as requested by the trainee.
- The trainee is responsible for sensing what they might need from the Supporting Mentor and how much time to spend with them.
- The Supporting Mentor can be helpful if there is a stuck place with the Training Mentor.

## Helpful information for the Trainee

- A written outline for the Focusing Practitioner training programme is given to the trainee by the Training Mentor, including required training time, optional sessions, and pricing.
- It is a trainee centred approach, which means that besides the basic training material offered by the Training Mentor the idea is that the student is responsible for communicating what they want and need from both Mentors.
- Offer inspirations for what the trainee can ask for from the Training Mentor & Supporting Mentor. A lot is left to the trainee's initiative in this training format, it's nice for them to be offered some concrete inspiration, for example:

Ways you can learn from and receive support from your Mentors (Training and Supporting) are:

- Focusing time on any topic or about where you are with your learning

- Bring questions / sharing / challenges with your own Focusing practice and with what you are offering to others
- Offer your recordings / transcripts along with your questions
- Bring topics for general discussion
- Bring your questions about Gene's philosophy
- Bring your interests about branches / styles of Focusing (e.g. Wholebody focusing, Inner Relationship Focusing, etc..)
- Receive emotional support
- Discuss any issues arising with one Mentor with the other Mentor
  
- Confidentiality to be addressed by Training / Supporting Mentor and trainee:
  - The nature of confidentiality between all three parties to be agreed, e.g.: focusing-sessions; in the event of conflicts arising; concerns regarding trainee readiness to practice toward the end of the training, etc.
  
- Certification:
  - Once the basic training requirements have been met, the readiness for certification is a felt sense decision.
  - The Supporting Mentor is involved in the decision regarding readiness for certification.