

**TTNC Guidelines for Teaching Therapeutic Touch**  
**Foundations of Therapeutic Touch® (formerly Beginner, Level 1)**  
**12 hours**  
**Suggested Maximum Teacher-Student Ratio 1: 12-15**

**Approved January 2019**

Critical Elements	Teaching Guidelines	Potential Resources and Learning Activities
<b>Teacher/ Facilitator Qualifications</b>	<b>Teacher prerequisites:</b> RT basic or with guidance of an RT mentor Member of Regional Therapeutic Touch Network	
<b>Student Qualifications</b>	<b>Student prerequisites:</b> Desire to help or heal	
<b>Teaching-Learning Strategies</b>	Teacher employs a variety of approaches to teaching & learning Models Dialogue and Reflection *Note: During this course, learners are actively engaged in practicing, experiencing, applying, and reflecting on the principles and phases of the Therapeutic Touch process at least 50% of the time.	Johns, C. (2003) Easing into the light. <i>International Journal for Human Caring</i> . 7(1), 49-55 Bohm, D (1996). On Dialogue. New York: Routledge (handout) Reflective Journal (template)
<p><b>Purpose:</b> To introduce the student to Therapeutic Touch including the: history of TT; theoretical foundations and assumptions, attributes of a TT practitioner, the importance of sustained centering, the five phases of a TT session, ethical considerations, and applications of TT.</p>		
<p><b>Learning Outcomes:</b> Upon completion of this Foundations for Therapeutic Touch course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Name three characteristics of a centered state.</li> <li>2. Provide an introduction to a healing partner for the Therapeutic Touch session, including some history of TT, roles and expectations for the TT session.</li> <li>3. Demonstrate the five phases of the Therapeutic Touch session.</li> <li>4. Describe the five phases of the Therapeutic Touch process.</li> </ol>		
Critical Elements	Teaching Guidelines	Potential Resources and Learning Activities
<b>I. The Origin and Evolution of TT Over Time</b>	<p><b>I. HISTORY OF THE DEVELOPMENT OF THERAPEUTIC TOUCH</b></p> <ol style="list-style-type: none"> <li>A. Introduction to TT (Include TT® trademark and use of term Therapeutic Touch®)</li> <li>B. Development of TT by Dr. Dolores Krieger and Dora Kunz with key dates</li> <li>C. Language specific to TT               <ol style="list-style-type: none"> <li>1. Healing as a natural human potential</li> </ol> </li> </ol>	<p><b>I. Videos:</b> Vision and Reality (day 1) TT: The Evolving Art &amp; Science (day2) <b>Article:</b> Straneva, J. (2000). Therapeutic Touch Coming of Age. <i>Holistic Nursing Practice</i>, 12(1), 1-13.</p>

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	<p>D. TT in relation to ancient healing practices</p> <ol style="list-style-type: none"> <li>1. Laying on of hands</li> <li>2. No contact necessary</li> <li>3. Secular- developed outside of any religious affiliation</li> <li>4. Milestone research:             <ol style="list-style-type: none"> <li>a. Grad/Estebany</li> <li>b. Grad &amp; Smith</li> <li>c. Krieger</li> </ol> </li> </ol>	
<b>Critical Elements</b>	<b>Teaching Guidelines</b>	<b>Potential Resources and Learning Activities</b>
<p><b>II.Theoretical Foundations and Philosophical Assumption of Therapeutic Touch</b></p>	<p><b>II. THE THEORETICAL FRAMEWORKS AND PHILOSOPHICAL ASSUMPTION OF THERAPEUTIC TOUCH</b></p> <p><b>A. Development:</b> What is a theory</p> <p><b>B. Key concepts:</b></p> <ol style="list-style-type: none"> <li>1. Person, environment and healing</li> <li>2. Healing vs curing</li> <li>3. Definition of Therapeutic Touch</li> <li>4. Intentionality (Practitioner and Hp - Team Approach)</li> <li>5. TT Practitioner/Therapist and Hp</li> </ol> <p><b>C. Therapeutic Touch Theoretical Foundations:</b></p> <ol style="list-style-type: none"> <li>1. Healing as a human potential, eastern framework (D. Krieger)</li> <li>2. <i>Human Energy Field Model</i>; universal healing energy; vital energy field (Dora Kunz)</li> <li>3. <i>Science of Unitary Human Beings</i> (Martha Rogers )</li> <li>4. <i>Environmental Philosophy</i> – creating an environment in which healing may occur (Florence Nightingale)</li> <li>5. Other theories as appropriate, e.g., <i>Quantum Field Theory</i></li> <li>6. Theory of Healing - Model and Concepts</li> </ol> <p><b>D. Assumptions and Premises:</b></p> <ol style="list-style-type: none"> <li>1. Healing is a natural human potential. (Krieger)</li> </ol>	<p>II.</p> <p><b>TTNC Definition of TT:</b> Therapeutic Touch is an energy based therapy in which the practitioner uses their hands as a focus to detect blockages in the flow of energy and helps the body to re-pattern its energy field toward wholeness using techniques taught in workshops, universities, colleges and nursing programs, by Recognized Teachers.</p> <p><b>NANDA (2017) Definition Energy Field Imbalance</b></p> <p><b>You Tube Videos:</b></p> <p><a href="https://youtube.com/watch?v/S72wj2h6NO0">https://youtube.com/watch?v/S72wj2h6NO0</a> Rogers Science of Unitary Human Beings (4:16)</p> <p><a href="https://www.youtube.com/watch?v=gbGZOiiaaceE">https://www.youtube.com/watch?v=gbGZOiiaaceE</a> Martha Rogers SUHB for Dummies – Building Blocks Nightingale, F. <i>Notes on Nursing</i>. “...place the (person) in the best position for nature to act upon [them]...for healing to occur”</p> <p>YouTube: Florence Nightingale, Environmental Theory</p> <p><a href="https://www.youtubecom/watch?v=223if0gU7s">https://www.youtubecom/watch?v=223if0gU7s</a> Quantum Fields: The real building blocks of the universe with David Tong (1:00:17)</p>

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	<ol style="list-style-type: none"> <li>2. Human beings are capable of both transformation and transcendence. (Krieger)</li> <li>3. Healing is an intrinsic movement towards order that occurs in living organisms and can be facilitated by TT therapists. (Krieger/Kunz)</li> <li>4. Life energy follows the intent to heal.(Kunz) energy follows the attention of the mind</li> <li>5. Balance, harmony, and symmetry characterize a healthy energy field, whereas illness creates disorder, disharmony, and imbalances in the field. (Kunz)</li> <li>6. Human beings are open, complex, and pan-dimensional energy systems that are not bound by their skins. (Rogers)</li> <li>7. Human energy fields display patterns of growth, organization, and rhythmicity. (Rogers)</li> <li>8. Universal healing field (energy) is a dynamic force that underlies the life process. (Kunz)</li> <li>9. Therapists of TT act as instruments for the universal healing field. (Kunz)</li> <li>10. Competency is gained through continued practice and study.</li> <li>11. Therapeutic Touch practitioners/therapists are unattached to the outcome of the session.</li> </ol> <p><b>E. Applications of theory and philosophy:</b></p> <ol style="list-style-type: none"> <li>1. <i>Energy Field Dynamics</i>, i.e., pattern, rhythm (focus on physical and vital energy fields).</li> <li>2. Universal healing energy accessed through practitioner.</li> <li>3. Create a healing environment in which persons heal themselves.</li> </ol>	<p><a href="https://www.youtube.com/watch?v=zNVQFWC_evg">https://www.youtube.com/watch?v=zNVQFWC_evg</a> Shields, D. et al. (2016) Human energy field: A concept analysis. <i>Journal of Holistic Nursing</i> 35(4), 352-368. doi.org.10.1177/0898010116678709</p> <p>Dora Kunz &amp; Dr. S. Karagulla: The structure and function of the chakras (33:12) <a href="https://www.youtube.comwath?v=9YV_plwBDzM">https://www.youtube.comwath?v=9YV_plwBDzM</a></p> <p><b>Handout:</b> Hanley, Coppa &amp; Shields (2015). Theory of Healing; Model and definition of concepts.</p> <p><b>Reference:</b> Hanley, Coppa &amp; Shields (2017). A practice-based theory of healing through Therapeutic Touch. <i>Journal of Holistic Nursing</i> 35(4), 369-381. doi.org/10.1177.0898010117721827</p>
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	<ol style="list-style-type: none"> <li>4. The outcome is not in our hands (let go of the outcome) unattached to outcome.</li> <li>5. Life energy follows the intent to heal.(Kunz) energy follows the attention of the mind.</li> <li>6. Balance, harmony, and symmetry characterize a healthy energy field, whereas illness creates disorder, disharmony, and imbalances in the field. (Kunz)</li> <li>7. Human beings are open, complex, and pan-dimensional energy systems that are not bound by their skins. (Rogers)</li> <li>8. Human energy fields display patterns of growth, organization, and rhythmicity. (Rogers)</li> <li>9. Universal healing field (energy) is a dynamic force that underlies the life process. (Kunz)</li> <li>10. Therapists of TT act as instruments for the universal healing field. (Kunz)</li> <li>11. Competency is gained through continued practice and study.</li> <li>12. Therapeutic Touch therapists are unattached to the outcome of the session.</li> </ol>	
<b>Critical Elements</b>	<b>Teaching Guidelines</b>	<b>Potential Resources and Learning Activities</b>
<b>III. Inner Process of Therapeutic Touch</b>	<b>III. <u>EXPLORE THE INNER PROCESS RELATED TO THERAPEUTIC TOUCH</u></b> <b>A. Characteristics of the Practitioner:</b> <ol style="list-style-type: none"> <li>1. Compassion</li> <li>2. Intentionality (energy follows intent)</li> <li>3. Integrity</li> <li>4. Wholeness</li> <li>5. Setting ego aside</li> <li>6. Non-judgmental</li> <li>7. General good health</li> </ol>	<b>III. Resources:</b> Krieger, D. (2015). TT Dialogues Fanslow-Brunjes, C. (2008). Using the power of hope to cope with dying: The four stages of hope. World Dancer Press: Sanger, CA.  <b>Activities:</b> Wind & Trees – Intentionality

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	<p><b>B. Concepts:</b></p> <ol style="list-style-type: none"> <li>1. Compassion as power</li> <li>2. Centering and grounding</li> <li>3. Centering as an inner process             <ol style="list-style-type: none"> <li>a. quieting</li> <li>b. focusing</li> <li>c. harmony and unity with nature</li> <li>d. connection with inner self/essence</li> <li>e. awareness of heart center and its relationship to TT healing process</li> <li>f. intention</li> <li>g. grounding</li> <li>h. nonattachment to outcome</li> </ol> </li> </ol> <p><b>C. Use of reflection:</b></p> <ol style="list-style-type: none"> <li>1. Personal journaling for self-knowledge</li> <li>2. Role of openness to learning TT</li> <li>3. Case studies as a tool for learning</li> </ol> <p><b>D. Importance of practice:</b></p> <ol style="list-style-type: none"> <li>1. Doing TT</li> <li>2. Receiving TT</li> <li>3. Self-care practice eg. Meditation, self TT</li> <li>4. Participating in a Practice Group</li> <li>5. Participating in other TT offerings eg. workshops</li> <li>6. Belonging to the association /network of one's province, signing the code of ethics</li> <li>7. Privacy Act/confidentiality</li> </ol> <p><b>E. Discussion of experiences:</b> exploring inner processes of TT: examples, experiences, stories.</p>	<p>Centering exercises</p> <p>Reflection/Dialogue</p> <p><b>Resources:</b></p> <p>Johns, C. (2003). Easing into the light. <i>International Journal of Human Caring</i>, 7(1), 49-55.</p> <p>May, D. (2003). Therapeutic Touch Handbook: Level 2-3 (Journaling p.28)</p> <p><b>Handout:</b> Dialogue process</p>
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<p><b>IV.</b>  <b>Essential Elements of Therapeutic Touch</b></p>	<p><b>IV. ESSENTIAL ELEMENTS OF THERAPEUTIC TOUCH</b></p> <p><b>A. Principles:</b></p> <ol style="list-style-type: none"> <li>1. Universal healing field</li> <li>2. Relationship centered process</li> <li>3. Compassion</li> <li>4. Intent/intentionality</li> <li>5. Use of hands to facilitate healing</li> <li>6. Connecting with order in nature and the universe</li> <li>7. Awareness of inner wholeness of self and others</li> <li>8. Letting go of outcome -the outcome belongs to the Hp</li> <li>9. Therapeutic Touch as a complementary therapy</li> </ol> <p><b>B. Five Phases of the Therapeutic Touch Process:</b></p> <p><b>1. Centering</b></p> <ul style="list-style-type: none"> <li>- focus one’s attention: recognizing the need</li> <li>- set an intention for the healing process to restore order, balance, and harmony to the field</li> <li>- quiet the mind and emotions</li> <li>- relax the physical body</li> <li>- grounding of self</li> <li>- connecting with the universal energy</li> <li>- explaining TT process &amp; obtaining informed consent</li> </ul> <p><b>2. Assessing: Outreach and Search</b></p> <ul style="list-style-type: none"> <li>- how to assess, intention, hand movements: directions, ‘thinking’ with one’s hands, rhythm, pace.</li> </ul> <p><b>3. Rebalancing, Re-patterning - Intervention</b></p> <ol style="list-style-type: none"> <li>a. Clearing through entire body</li> <li>b. Directing energy movement</li> <li>c. Modulating energy</li> <li>d. Grounding</li> <li>e. Reassessment</li> </ol>	<p><b>IV.</b></p> <p><b>Handout:</b> Hanley, M. (2016). Therapeutic Touch Helix Model – Integrating shifts in Consciousness &amp; Elements/steps in TT Process</p> <p><i>“New Perspectives on Experiencing TT –TT C.A.R.E.R Notes”</i> NWTTI (2017) – Shifts in levels of consciousness informs ways we document treatment – and the acts associated with steps in TT process.</p> <p><a href="https://www.youtube.com/watch?v=y-wHq6yY2CI">https://www.youtube.com/watch?v=y-wHq6yY2CI</a>  How forests heal people (4:34)</p> <p><a href="https://www.youtube.com/watch?v=JRRk_MvJtDI">https://www.youtube.com/watch?v=JRRk_MvJtDI</a>  The healing power of nature (25:38)</p> <p><b>Activities:</b></p> <p>Centering/ grounding/ Intentionality/ – The Wind and the Tree Exercise revised by NWTTI</p> <p>Perceiving Energy Field -Tama Recker</p> <p>Perceiving partner’s energy field -Krieger</p> <p>Creating circuit of energy through partner’s energy field -Krieger</p>

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	<p><b>4. Ending/Done</b> – Evaluation, closure, grounding. Detachment from the process. Rest period</p> <p><b>5. Recall &amp; Reflection</b> – Practitioner reflects on the TT experience: learnings, thoughts and insights</p>	
Critical Elements	Teaching Guidelines	Potential Resources and Learning Activities
<p><b>V. Experiential Practice of Therapeutic Touch Within the Class</b></p>	<p><b>V. DEMONSTRATE THE SUCCESSIVE PHASES OF THERAPEUTIC TOUCH</b></p> <p><b>A. Experiential component:</b></p> <ol style="list-style-type: none"> <li>1. Communicating with healing partner(Hp)             <ol style="list-style-type: none"> <li>a. Introduction</li> <li>b. how to approach Hp</li> <li>c. how to explain the TT process and receive permission to proceed with TT session:                 <ol style="list-style-type: none"> <li>i. permission- implicit and explicit</li> <li>ii. informed consent (3 key characteristics)</li> </ol> </li> <li>d. intention – what Hp wants from the session</li> </ol> </li> <li>2. Demonstration of phases (discussion followed by guided practice)             <ol style="list-style-type: none"> <li>a. Sequential phases become dynamic with practice</li> <li>b. Maintain centered state throughout session</li> <li>c. Assessment hand movements and position, application of symmetry principle</li> <li>d. Intervention – clearing, rebalancing, directing, redirecting, modulating</li> <li>e. Evaluation – reassessment                 <ul style="list-style-type: none"> <li>- grounding of Hp</li> </ul> </li> </ol> </li> <li>3. Use of a human diagram to document             <ol style="list-style-type: none"> <li>a. assessment/intervention and completed session</li> <li>b. draw characteristics of energy field patterning on the case study form</li> </ol> </li> <li>4. Special considerations:</li> </ol>	<p><b>V.</b></p> <p><b>Resources:</b>            Handout –  <i>Therapeutic Touch Helix Model</i> – Integrating Shifts in Consciousness &amp; Elements/steps in TT Process (Hanley, 2016)</p> <p><b>Activities:</b>            (examples):            Directing Energy with Partner            Exercises in Modulation of Sending Energy            Exercise in Color            Directing and modulating energy            Adrenal/kidney Support for stress reduction – general energetic support</p> <p><b>Handout</b> – <i>New Perspectives on experiencing TT</i> – TT C.A.R.E.R. Notes, NWTTI, (2017)</p>

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	<ul style="list-style-type: none"> <li>a. Sensitive areas/issues with TT: eyes, head, different ages, pregnancy, life transitions, dying, health problems, eg. cancer, other conditions as appropriate</li> <li>b. Potential outcomes/cautions:             <ul style="list-style-type: none"> <li>i. energy overload</li> <li>ii. speed up healing/illness symptoms initially then facilitates healing in progress</li> </ul> </li> <li>c. Strategies:             <ul style="list-style-type: none"> <li>i. modifying quality of energy: gentle, quiet</li> <li>ii. less is better than more</li> <li>iii. focus on strengthening the whole</li> <li>iv. focus on promoting order</li> </ul> </li> </ul>	
Critical Elements	Teaching Guidelines	Potential Resources and Learning Activities
<p><b>VI. Integrating Therapeutic Touch into Practice with Others and Self</b></p>	<p><b>VI. <u>THE INTEGRATION OF THERAPEUTIC TOUCH INTO PRACTICE</u></b></p> <p><b>A. Assessing student’s readiness to practice</b></p> <p><b>B. Indications for use:</b></p> <ul style="list-style-type: none"> <li>1. Relaxation</li> <li>2. Pain relief</li> <li>3. Anxiety</li> <li>4. Accelerating healing,</li> <li>5. Comfort in dying process,</li> <li>6. Acute and chronic illnesses</li> <li>7. Injury and wound healing</li> </ul> <p><b>C. Precautions:</b></p> <ul style="list-style-type: none"> <li>1. Areas of sensitivity</li> <li>2. Potential intensification of symptoms</li> </ul> <p><b>D. Solutions - Rule of Thumb:</b></p> <ul style="list-style-type: none"> <li>1. Less is better than more</li> <li>2. Re-centering</li> <li>3. Stop sending, directing or modulating energy. Emphasize practitioner offering Hp to take what they need</li> </ul>	<p><b>VI.</b></p> <p>Statement of Ethics and Conduct for the Practice of Therapeutic Touch (TTNO) <a href="http://www.therapeutictouchontario.org">www.therapeutictouchontario.org</a></p> <p>Code of Conduct (ATTN) Code of Ethics (ATTN) Code of Ethics (BCTTN)</p> <p>Position Statement on TT (TTIA) Standards and Scope of Practice (TTIA) <a href="http://www.therapeutictouch.org">www.therapeutictouch.org</a></p>

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	<p style="text-align: center;">4. Grounding</p> <p><b>E. Communication Relationship:</b></p> <ol style="list-style-type: none"> <li>1. Explaining TT to Hp and peers</li> <li>2. Addressing skepticism/ resistance</li> <li>3. Feedback to Hp - resting after treatment</li> <li>4. Documentation and journaling</li> </ol> <p><b>F. Legal and ethical issues of TT practice – accountability:</b></p> <ol style="list-style-type: none"> <li>1. Policy &amp; Procedures</li> <li>2. Confidentiality, handling sensitive information</li> <li>3. Provincial laws and scope of practice</li> <li>4. Ethics of TT Practice – TTNC and Provincial</li> <li>5. Registered trademark statement on TT</li> <li>6. Standards and Scope of Practice – TTNC and Provincial</li> <li>7. Local Network Association Membership –application and information</li> </ol> <p><b>G. TTNC benefits of membership:</b></p> <ol style="list-style-type: none"> <li>1. Introduce credentialing criteria to become an RP</li> <li>2. Value of mentorship process</li> <li>3. Participation in local TT practice groups</li> </ol> <p><b>H. Practicing:</b></p> <ol style="list-style-type: none"> <li>1. Fee basis for obtaining TT mentoring</li> <li>2. Inviting family and friends to be Hps</li> <li>3. Recommend that new Therapeutic Touch practitioners practice under the guidance of a qualified TT mentor. <i>Health care professionals must practice within the scope of their practice, according to their practice act. Individuals who practice within an institution are encouraged to</i></li> </ol>	
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	<p style="text-align: center;"><i>work with a mentor and follow the policies and procedures of that institution.</i></p> <p><b>I. Homework:</b></p> <ol style="list-style-type: none"> <li>1. Practice centering each day</li> <li>2. Practicing, documenting, journaling TT experiences</li> <li>3. Encourage practice group, even one other person to “meet and treat”</li> <li>4. Licensed health professionals check their practice act</li> <li>5. Lay persons check your provincial laws.</li> </ol>	
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<p><b>VII. Therapeutic Touch Research</b></p>	<p><b>VII. <u>DISCUSS THE SCIENTIFIC BASIS FOR THERAPEUTIC TOUCH</u></b></p> <p>A. Scientific basis and support for TT/research</p> <ol style="list-style-type: none"> <li>1. Introduce pertinent TT clinical research</li> <li>2. Review select research studies, including examples of:             <ol style="list-style-type: none"> <li>a. the early studies (i.e.: Krieger, Heidt, Quinn)</li> <li>b. current studies (i.e.: Gronowicz, Hanley, Mulloney and Wells-Federman, Woods-Smith, Woods, McCormack, and others as appropriate)</li> </ol> </li> <li>3. Review TTNO bibliography:             <ol style="list-style-type: none"> <li>a. handout of selected books and research</li> </ol> </li> <li>4. Review the outcomes based on anecdotal reports and extensive research base:             <ol style="list-style-type: none"> <li>a. various age groups and populations</li> <li>ie. persons with Alzheimer’s</li> <li>b. physiological responses                 <ol style="list-style-type: none"> <li>i. relaxation response</li> </ol> </li> </ol> </li> </ol>	<p><b>VII. Resources:</b></p> <p>TTNA Therapeutic Touch Research          TTNC Research Studies          TTNC Research Links          BCTTN Research Studies          TTNO Annotated Bibliography of Published Therapeutic Touch Research July 2004 to August 2017          TTNO Annotated Bibliography of Published Therapeutic Touch Research 1975 to July 2004          TTNO Therapeutic Touch Research at a glance  <a href="http://www.therapeutictouchontario.org/learn/research-at-a-glance/research-bibliographies">www.therapeutictouchontario.org/learn/research-at-a-glance/research-bibliographies</a>          TTIA Annotated Bibliography  <a href="http://www.therapeutictouch.org">www.therapeutictouch.org</a>  <b>Handout:</b> Examples of individual’s experiences with TT</p>

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	<ul style="list-style-type: none"> <li>ii. decrease pain experience and perception</li> <li>iii. accelerate healing processes</li> <li>c. emotional/psycho-dynamic responses               <ul style="list-style-type: none"> <li>i. Anxiety reduction</li> <li>ii. Support healing</li> <li>iii. Sense of well being</li> <li>iv. Comfort</li> <li>v. Comfort with the dying</li> </ul> </li> </ul>	<p><b>Article:</b> Denison, B. (2004). Touch the pain away. <i>Holistic Nursing Practice</i>, 18(3), 142-151.</p>
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**SUGGESTED REFERENCES:**

**TTNO and TTIA Annotated Bibliography (Selected Articles)**

Krieger, D. (1997). *Therapeutic Touch: An Audio Series from Sounds True*. Boulder, CO: Sounds True

Krieger, D. (1997). *Therapeutic Touch inner workbook*. Santa Fe, NM: Bear & Company.

Krieger, D. (1993). *Accepting your power to heal*. Santa Fe, NM: Bear & Company Publishing Company.

Kunz, D. (1997). *The vision and the reality. (Video)*. Craryville, NY: NHPAI

Kunz, D. (1991). *The personal aura*. Wheaton, IL: The Theosophical Publishing House.

Kunz, D. (1985). *Spiritual aspects of the healing arts*. Wheaton, IL: The Theosophical Publishing House.

Macrae, J. (1987). *Therapeutic Touch: A practical guide*. NY: Alfred A. Knopf.

May, D. (2001). *The Therapeutic Touch Handbook: Level one – Basic*. Mississauga, ON: Scribe Press

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**CANADIAN RESOURCES:**

Therapeutic Touch Networks of Canada TTNC  <a href="http://tnc.ca">http://tnc.ca</a>	British Columbia Therapeutic Touch Network Society BCTTNS  <a href="http://www.bctherapeutictouch.com">http://www.bctherapeutictouch.com</a>	Therapeutic Touch Network of Alberta  TTNA  <a href="http://therapeutictouchalberta.com">http://therapeutictouchalberta.com</a>
Quebec Therapeutic Touch  TTNQ  <a href="http://www.ttnq.ca/">http://www.ttnq.ca/</a>	The Atlantic Therapeutic Touch Network  ATTN  <a href="http://www.atlanticctn.com/">http://www.atlanticctn.com/</a>	Therapeutic Touch Network of Ontario TTNO  <a href="http://www.therapeutictouchontario.org/">http://www.therapeutictouchontario.org/</a>

**RESOURCES OUTSIDE CANADA:**

Therapeutic Touch International Association TTIA  PO BOX 130  Delmar NY 12054  Phone: (518) 325-1185  Fax: (509) 693-3537  Email: <a href="mailto:info@therapeutic-touch.org">info@therapeutic-touch.org</a>  <a href="http://www.therapeutic-touch.org">www.therapeutic-touch.org</a>	Pumpkin Hollow Retreat Center  1184 Route 11,  Craryville, NY 12521  Phone: 518-325-3583  Fax: 518-325-5633  Email: <a href="mailto:info@pumpkinhollow.org">info@pumpkinhollow.org</a>  <a href="http://www.pumkinhollow.org">www.pumkinhollow.org</a>	Camp Indralaya  360 Indralaya Road  Eastsound, WA 98245  Phone: 360-376-4526 Fax: 360-376-5977  E-mail: <a href="mailto:indralaya@indralaya.com">indralaya@indralaya.com</a>  <a href="http://www.indralaya.org">www.indralaya.org</a>
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**TTNC Guidelines for Teaching Therapeutic Touch**  
**Foundations of Therapeutic Touch® (formerly Beginner, Level 1)**  
**12 hours**

**Suggested Maximum Teacher-Student Ratio 1: 12-15**

**Approved January 2019**

<p>National Center for Complementary and Alternative Medicine at the National Institute of Health (NIH)</p> <p>6707 Democracy Blvd., Suite 200 Bethesda, Md. 20892-5475</p> <p>e-mail: <a href="mailto:info@nccam.nih.gov">info@nccam.nih.gov</a></p> <p>web: <a href="http://nccam.nih.gov">http://nccam.nih.gov</a></p> <p>1-866-464-3616</p>	<ul style="list-style-type: none"> <li>• <i>Advances in Mind-Body Medicine</i> accessed at <a href="http://www.advancesjournal.com">www.advancesjournal.com</a></li> <li>• <i>Alternative Therapies in Health &amp; Medicine</i> accessed at <a href="http://www.alternative-therapies.com">www.alternative-therapies.com</a></li> <li>• <i>EXPLORE: The Journal of Science and Healing</i> at <a href="http://www.sciencedirect.com/science/journal/15508307">http://www.sciencedirect.com/science/journal/15508307</a></li> <li>• <i>Integrative Medicine: A Clinician's Journal</i> accessed at <a href="http://www.imjournal.com">www.imjournal.com</a></li> <li>• Inno Vision Communications, LLC</li> </ul>	
<p>Therapeutic Touch Association of Australasia, Inc.</p> <p>TTAA</p> <p><a href="http://www.therapeutictouch.org.au/">http://www.therapeutictouch.org.au/</a></p>	<p>British Association of Therapeutic Touch</p> <p>BATT</p> <p><a href="http://www.ttouch.org/uk/">http://www.ttouch.org/uk/</a></p>	<p>Therapeutic Touch Netzwerk Deutschland</p> <p>TTND</p> <p><a href="http://www.therapeutic-touch-netzwerk.de/">http://www.therapeutic-touch-netzwerk.de/</a></p>