

TTNC GUIDELINES FOR TEACHING THERAPEUTIC TOUCH

Application of the Inner Processes of Therapeutic Touch[®] (Formerly Level 3 & Advanced)

16-20 hours

Suggested Maximum Teacher-Student Ratio 1: 10-12

Approved January 2019

Critical Elements	Teaching Guidelines	Potential Resources and Learning Activities
Teacher/ Facilitator Qualifications	Teacher prerequisites Recognized Application of the Inner Processes of Therapeutic Touch Teacher (RT) Member of Regional Therapeutic Touch Network	
Student Qualifications	Student prerequisites 12-16 hour Transpersonal Nature of TT course with an RT At least four to six months post Transpersonal Nature of Therapeutic Touch or by RT recommendation Local TT Network membership Recommend Mentorship Process with an RP or RtT Regular participation in a practice group, where available	Mentorship with an RP or RT
Teaching Learning Approaches	Journaling Contemporary approaches to teaching-learning, including the Dialogue process *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.	Resources: TT C.A.R.E.R. Notes Johns, C. Model of Reflection www.afpp.org.uk/filegrab/Johnsmodelofreflection.pdf?ref=45 Bohm, D. On Dialogue http://sprott.physics.wisc.edu/Chaos-Complexity/dialogue.pdf Bohm, Factor & Garrett. Dialogue – A proposal http://www.david-bohm.net/dialogue/dialogue_proposal.html Kim, H.S., (1999). Critical reflective inquiry for knowledge development in nursing practice, <i>Journal of Advanced Nursing</i> , 29(5), 1205-1212. Reflective Journal template
Purpose: The Application of the Inner Processes of Therapeutic Touch course builds on the knowledge and skills acquired in the prior TT courses as well as the experiences and insights gained from regular TT practice. The learner’s TT practice is expanded through a focus on the inner processes of TT. Contemplative practices facilitate the practitioner’s self-inquiry and self-awareness facilitating guidance by one’s inner wisdom. Learners increase their awareness of shifts in their consciousness during the TT process and how these shifts are responsive to the healing partner’s (Hp’s) energy field. Through the dialogue process meanings of the TT experience for both the Hp and the TT practitioner, are explored.		

TTNC GUIDELINES FOR TEACHING THERAPEUTIC TOUCH

Application of the Inner Processes of Therapeutic Touch® (Formerly Level 3 & Advanced)

16-20 hours

Suggested Maximum Teacher-Student Ratio 1: 10-12

Approved January 2019

Learning Outcomes:		
<ol style="list-style-type: none"> 1. Engage in contemplative practices which deepen knowledge, skills, and insights acquired through prior TT courses. 2. Describe the relationship between practitioner’s shifts in consciousness and phases of the TT process 3. Provide Therapeutic Touch [sessions] with the compassionate intent to help the healing partner (Hp) 4. Apply knowledge and understanding of the transpersonal nature of Therapeutic Touch to one’s developing TT practice 		
Critical Elements	Teaching Guidelines	Potential Resources and Learning Activities
I. The Origin and Evolution of TT Over Time	I. THE EVOLUTION OF INNER PROCESSES OF THERAPEUTIC TOUCH A. Past, present, and future direction of Therapeutic Touch – Include TT® trademark and use of term Therapeutic Touch® <ol style="list-style-type: none"> 1. How the Therapeutic Touch process has evolved over the years: 2. The process of advancing as a Therapeutic Touch Practitioner ie. Doing, Being, One; energy dance; and inner self to inner self; shifts in consciousness 3. Visioning future directions of personal and professional evolution B. Awareness of International collaboration regarding the Therapeutic Touch process C. Role of Montana Dialogues <ol style="list-style-type: none"> 1. The dialogue process, exploring the relationship between Therapeutic Touch and healing 2. The Theory of Healing derived from the process of Therapeutic Touch D. TTNC vision and mission – implications for the practice of Therapeutic Touch	Activities: <ul style="list-style-type: none"> • Looking over one’s shoulder: focusing on awareness of shifts in consciousness • Reflective Dialogue experience, learner share story • Reflective Journal Resources: <ol style="list-style-type: none"> 1. Videos: <ol style="list-style-type: none"> a. International Panel Video (TTIA) b. Rwanda Video (TTIA) 2. Handouts: <ol style="list-style-type: none"> a. Shifts in Consciousness b. Looking over your shoulder (Krieger, Matheny & Cole) References: Hanley, Coppa & Shields. (2017). A practice-based theory of healing through Therapeutic Touch. <i>Journal of Holistic Nursing</i> , 35(4), 369-381. Handout: Hanley, Coppa & Shields (2015). Theory of Healing Model and definition of concepts TTNC website: ttnc.ca

TTNC GUIDELINES FOR TEACHING THERAPEUTIC TOUCH

Application of the Inner Processes of Therapeutic Touch® (Formerly Level 3 & Advanced)

16-20 hours

Suggested Maximum Teacher-Student Ratio 1: 10-12

Approved January 2019

Critical Elements	Teaching Guidelines	Potential Resources and Learning Activities
<p>II. Theoretical Foundations and Philosophical Assumptions of Therapeutic Touch</p>	<p>II. THEORETICAL AND PHILOSOPHICAL FOUNDATIONS THAT SUPPORT THE INNER PROCESS OF THERAPEUTIC TOUCH</p> <p>A. TTNC Mission Statement: Therapeutic Touch Networks of Canada (TTNC) is the national voice for Therapeutic Touch®. TTNC provides support for its Member Networks. It also encourages the sharing of information so as to create a sense of unity and belonging across the country.</p> <p>B. TTNC Vision: Our vision is that Therapeutic Touch will be the first choice for energy-based healing in Canada; teachers and practitioners will be easily accessible to all; and a harmonious Therapeutic Touch community will have a positive influence on the well-being of people across the country</p> <p>C. TTNC Values: Our values are consistent with those of Therapeutic Touch practice. We conduct all our business with respect, compassion, and integrity. We encourage open communication, a sense of community and collaboration among Member Networks</p> <p>D. Key Concepts related to the inner process of Therapeutic Touch:</p> <ol style="list-style-type: none"> 1. Connection with the ‘timeless self’ 2. The spiritual dimension of the human energy field in Therapeutic Touch 2. Therapeutic Touch and distance healing <p>E. Foundational Theories and Philosophies for understanding the Inner Process of Therapeutic Touch</p> <ol style="list-style-type: none"> 1. Exploring the spiritual and mental dimensions of the human energy field in Therapeutic Touch 	<p>II.</p> <p>Activities:</p> <ul style="list-style-type: none"> • How did I get here? Deep Centering on becoming a TT Therapist/Practitioner • Deep Centering to connect with the ‘timeless self’ and the Universal Healing Field • Journaling • Reflective Practice & Reflective Dialogue <p>Homework:</p> <p>Distant Healing exercise with partner from workshop – two or more sessions after the course</p> <p>Handouts:</p> <p>NANDA Definition of Human Energy Field and Energy Field Imbalance</p> <p>Resources:</p> <p>You Tube Video: https://youtube/S72wj2h6NO00</p> <p>Martha E. Roger’s Nursing Science</p> <p>Lipton, B. (2005) The biology of belief. Unleashing the power of consciousness, matter & miracle.</p> <p>Shields, D. et al. (2016). Human energy field concept analysis. <i>Journal of Holistic Nursing</i></p> <p>Hanley, M.A., Shields, D., & Anderson, M. (2018). Living the experience of Therapeutic Touch. <i>Beginnings, 10, 12-27.</i></p>

TTNC GUIDELINES FOR TEACHING THERAPEUTIC TOUCH

Application of the Inner Processes of Therapeutic Touch® (Formerly Level 3 & Advanced)

16-20 hours

Suggested Maximum Teacher-Student Ratio 1: 10-12

Approved January 2019

	<ul style="list-style-type: none"> • Patterns and organization in the human energy field • Open energy systems express dynamic wholeness and integrality (Martha Rogers) • Practitioner as human energy field support system (scaffolding, D. Krieger) • Practitioner as a <i>Healing Environment</i> (Nightingale, Quinn) <p>6.Relevance of philosophy and theory to one’s Inner Processes and practice</p>	
Critical Elements	Teaching Guidelines	Potential Resources and Learning Activities
<p>III. Inner Process of Therapeutic Touch</p>	<p>III. EXPLORE THE INNER PROCESSES OF THERAPEUTIC TOUCH AT THE ADVANCED LEVEL</p> <p>A. Self transformation: Therapeutic Touch as an process of interiority and a way of living one’s life or <i>lifeway</i></p> <p>1.Getting to know one’s Inner Self: a.k.a. <i>Issie</i></p> <ol style="list-style-type: none"> a. Connecting with one’s Inner Self b. The process of going deeper “inth” c. Opening to one’s intuition-inner guidance d. Recognition of one’s wholeness <p>B. Compassion as Integrator- facilitating connection with source</p> <ol style="list-style-type: none"> 1. Centering - a way of deepening one’s connection with the Inner Self 2. Role of compassion in healing 3. Role of spirituality in healing <p>C. Processes for connecting with Inner Self</p> <ol style="list-style-type: none"> 1. Meditation 2. Guided imagery 	<p>III.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Do you know who you are? (Naming Issie) • Visualizations • Sustained Centering • Laboratory of Self – Connecting with nature to increase awareness of Inner Self • Deep Listening • Contemplative practice: <ol style="list-style-type: none"> a. Music Journey b. Guided breathing c. Reflective journal d. Meditation e. Self-inquiry <p>Handouts :</p> <p>Centering: Paper Labyrinth Chakra System (M. Arrington)</p>

TTNC GUIDELINES FOR TEACHING THERAPEUTIC TOUCH

Application of the Inner Processes of Therapeutic Touch[®] (Formerly Level 3 & Advanced)

16-20 hours

Suggested Maximum Teacher-Student Ratio 1: 10-12

Approved January 2019

	<p>3. Use of Aesthetics to express one’s Inner Self</p> <ol style="list-style-type: none"> a. art, such as mandalas, coloring b. movement c. sound-drumming, toning, singing d. literature <p>D. How the Inner Self becomes more tangible</p> <ol style="list-style-type: none"> 1. Dream work 2. Journaling – many forms 3. Meditation 4. Reflective narrative and other tools for self-reflection: self-inquiry, self-awareness, and mindfulness 5. Shifts in consciousness that occur with Therapeutic Touch deepens relationship with Inner Self <p>E. The relationship of Therapeutic Touch to personal growth - the importance of the inner journey to developing self-awareness and developing the process of Therapeutic Touch; shift in vibrational frequency</p>	<p>Reflective Narrative</p> <p>Hanley, M. (2016). Integrating shifts in consciousness & elements of the TT process.</p>
Critical Elements	Teaching Guidelines	Potential Resources and Learning Activities
<p>IV. Essential Elements of Therapeutic Touch</p>	<p>IV. <u>FURTHERING ONE’S KNOWLEDGE AND UNDERSTANDING OF THERAPEUTIC TOUCH PROCESSES</u></p> <p>A. Expand understanding of Therapeutic Touch</p> <ol style="list-style-type: none"> 1. Therapeutic Touch as a Reflection of the Practitioner <ol style="list-style-type: none"> a. Compassion b. Intentionality c. Sustained centering d. Variety of cues from the Hp’s field - Patterning e. Letting go of the outcome 	<p>IV. Resources:</p> <p>Literature on Fractals Fractals and Human Biology http://www.fractal.org/Life-Science-Technology/Publications/Fractals-and-Human - Biology.pdf</p> <p>YouTube: What is a fractal and what are they good for? https://www.youtube.com/watch?v=WftF33I6Ug</p>

TTNC GUIDELINES FOR TEACHING THERAPEUTIC TOUCH

Application of the Inner Processes of Therapeutic Touch® (Formerly Level 3 & Advanced)

16-20 hours

Suggested Maximum Teacher-Student Ratio 1: 10-12

Approved January 2019

	<p>f. Responding to the field g. Flow of the session h. Ending</p> <p>B. Develop one’s use of the Therapeutic Touch process.</p> <ol style="list-style-type: none"> 1. The <i>Call to Compassion</i> – to help or heal another; Compassion as power 2. Deep listening to the Hp’s field 3. Sustained centering – dynamics of interiority; connection with the ‘timeless self’ 4. Discrimination in assessment- Identify numerous dimensions of the Hp’s field 5. Refining the subtlety of Therapeutic Touch sessions through focus and intentionality 6. Reassessment-recognizing order in the vital energy field 7. Recall of and Reflections on one’s experiences <p>C. Skills</p> <ol style="list-style-type: none"> 1. The practitioner as an instrument of healing – connection with the ‘timeless self’ 2. Use of one’s intuition 3. Use of one’s centers of consciousness 4. Identifying subtle variations in the Hp’s field 5. Use of imagery and visualization in all phases of the Therapeutic Touch process 6. Present aesthetics to augment TT healing practice: Integrating music, art, sound, and literature into the Therapeutic Touch session 7. Learning from one’s insights “Ah-ha” moments <p>D. Documentation of Therapeutic Touch session: clarity, conciseness, specificity, language and</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Practicum • Journaling • Use of C.A.R.E.R. Notes • Reflective Dialogue <p>Resources: Krieger, D. (2015). Shifts in consciousness</p> <p>Hanley, MA (2016) Integrating shifts in consciousness & elements in the TT process</p>
--	--	--

TTNC GUIDELINES FOR TEACHING THERAPEUTIC TOUCH

Application of the Inner Processes of Therapeutic Touch® (Formerly Level 3 & Advanced)

16-20 hours

Suggested Maximum Teacher-Student Ratio 1: 10-12

Approved January 2019

	<p>drawing that demonstrates dimensions of field, patterns, flow, relationships and connections</p> <p>E.. Reflection and Recall</p> <ol style="list-style-type: none"> a. Notes for documentation as framework for reflection b. Purposeful review of how TT session reflects one’s ideal practice and values c. Identify knowledge needed and new knowledge gained d. Spontaneous awareness of insights regarding session and ways insights may be applied to future practice of TT (“Ah-ha’s”/dreams) 	<p>TT C.A.R.E.R. Notes</p> <p>Reflective practice</p>
Critical Elements	Teaching Guidelines	Potential Resources and Learning Activities
<p>V. Experiential Practice of Therapeutic Touch Within the Class</p>	<p><u>V. APPLICATION OF INNER PROCESSES IN THERAPEUTIC TOUCH</u></p> <p>A. Enhancing Awareness throughout the TT Process:</p> <ol style="list-style-type: none"> 1. Call of Compassion 2. Deep, sustained centering 3. The Power of Intention 4. Connection: <ol style="list-style-type: none"> i. Inner self to Inner self – timeless self to timeless self ii. Deepening Compassion: Hand-Heart Connection as an extension of Therapeutic Touch 5. Outreach and Search 6. Awareness of Shifts in Consciousness throughout the TT process 7. Rebalancing 8. Done 9. Recall & Reflection 	<p>V. Activities:</p> <ul style="list-style-type: none"> • Hand Heart Connection • Practicing Partner/Observer Reflection/TT C.A.R.E.R. Notes • Reflective Dialogue <p>Resources:</p> <p>Hanley, MA. (2016) TT Process Helix, Shifts in Consciousness & Elements of TT TT C.A.R.E.R. Notes</p> <p>Kim, H. S. (1999). Critical reflective inquiry for knowledge development in nursing practice. <i>Journal of Advanced Nursing</i>, 29(5), 1205-1212.</p>

TTNC GUIDELINES FOR TEACHING THERAPEUTIC TOUCH

Application of the Inner Processes of Therapeutic Touch® (Formerly Level 3 & Advanced)

16-20 hours

Suggested Maximum Teacher-Student Ratio 1: 10-12

Approved January 2019

	<p>B. Integration of supportive techniques within Therapeutic Touch practice:</p> <ol style="list-style-type: none"> 1. Use of color, imagery, visualization 2. Connecting with nature: images and sounds 3. Sound: music, humming, mantras, chanting, 4. Art 5. Metaphors 6. Poetry 7. Paradox <p>C. Distance healing:</p> <ol style="list-style-type: none"> 1. Centering 2. Connecting with Hp: how 3. Asking permission 4. TT process: energy modulation 5. Ending 	<p>Fanslow, C. Hand-Heart Connection</p> <p>Practice Strategies:</p> <p>Looking over one’s shoulder during TT process</p> <p>Do a TT session with:</p> <ul style="list-style-type: none"> • a partner • a partner and observer <p>Journal about one’s experiences: from each perspective</p> <p>Resources:</p> <p>Grey, A.(1990). Sacred mirrors: The visionary art of Alex Grey.</p>
Critical Elements	Teaching Guidelines	Potential Resources and Learning Activities
<p>VI. Integrating Therapeutic Touch into Practice with Others and Self</p>	<p>VI. <u>ISSUES IN ADVANCING THE PRACTICE OF THERAPEUTIC TOUCH</u></p> <p>A. Integrate Therapeutic Touch into practice at the Advanced level</p> <p>B. Therapeutic Touch as a lifeway</p> <p>C. Public Relations:</p> <ol style="list-style-type: none"> 1. Ways to promote the use and safety of Therapeutic Touch 2. Dealing with other people’s skepticism 3. Collaborate with others to teach about Therapeutic Touch 4. Search out venues for either teaching or practicing Therapeutic Touch 5. More complex legal and ethical issues <ol style="list-style-type: none"> a. Licensure and scope of practice issues b. Practicing Therapeutic Touch : 	<p>VI. Activities:</p> <ul style="list-style-type: none"> • Dialogue about Therapeutic Touch as a lifeway • As a team: develop an outline for an Introductory TT session (1 hour) • Create an “elevator talk” description of TT and present to class • Create a Volunteer TT Program for a nursing home, hospital, women’s center, senior independent facility etc. • Dialogue on: How to gently but firmly deflect skepticism (when warranted) • Design your own TT business flyer <p>Resources:</p>

TTNC GUIDELINES FOR TEACHING THERAPEUTIC TOUCH

Application of the Inner Processes of Therapeutic Touch® (Formerly Level 3 & Advanced)

16-20 hours

Suggested Maximum Teacher-Student Ratio 1: 10-12

Approved January 2019

	<ul style="list-style-type: none"> i. Institutions ii. Private practice c. Workshops d. Using Policies and Procedures for Therapeutic Touch in your provincial health region e. Provincial Association Membership <ul style="list-style-type: none"> i. Benefits of membership ii. Credentialing criteria for RP/RT D. Mentorship: Purpose and value E. Code of Ethics: Information and discussion F. Continued participation in local TT support and practice groups G. Creating a viable Therapeutic Touch practice: <ul style="list-style-type: none"> i. Range of fees for Therapeutic Touch sessions. ii. Fee basis for teaching, mentoring and practicing Therapeutic Touch H. Integrating Therapeutic Touch into institutions 	<p>www.therapeutictouchontario.org</p> <p>RP Application</p> <p>Sample Policy Statements from Organizations</p> <p>Sample Mentorship Agreement</p> <p>(BCTTN) <i>Policy for Charging for Therapeutic Touch Services</i></p> <p>In order to maintain the integrity of Therapeutic Touch, you must be a current BCTNS member in good standing and you must maintain your Therapeutic Touch Recognized Practitioner (TTRP) status.</p> <p>Upon completion of [Foundations, Transpersonal or Inner Processes formerly] Level 1, 2 or 3, you may offer free Therapeutic Touch sessions as a way to accumulate experience and improve your ability to give Therapeutic Touch. You may not charge for Therapeutic Touch sessions.</p> <p>Once you have completed the requirements and have achieved Therapeutic Touch Recognized Practitioner Status (TTRP) and you are a member with BCTNS in good standing, you may advertise and charge for your services. You must advise your client in advance of any fees that you charge for your services.</p> <p><i>Exception:</i></p> <p>Individuals who have not achieved Therapeutic Touch Recognized Practitioner Status, may submit in writing to the Education Coordinator, and proof that they meet the equivalent experience, education, or number of years of practicing Therapeutic Touch, to be able to charge for their services.</p>
--	---	---

TTNC GUIDELINES FOR TEACHING THERAPEUTIC TOUCH

Application of the Inner Processes of Therapeutic Touch® (Formerly Level 3 & Advanced)

16-20 hours

Suggested Maximum Teacher-Student Ratio 1: 10-12

Approved January 2019

Critical Elements	Teaching Guidelines	Potential Resources and Activities
<p>VII. Therapeutic Touch Research</p>	<p>VII. THERAPEUTIC TOUCH RESEARCH:</p> <p>A Current status of scientific inquiry:</p> <ol style="list-style-type: none"> 1. Qualitative Therapeutic Touch Research: Current, Challenges, Gaps, Forward thinking 2. Quantitative Therapeutic Touch Research: Current, Challenges, Gaps, Forward thinking 3. Critiquing current research on Therapeutic Touch <p>B. Future research</p> <ol style="list-style-type: none"> 1. Developing questions – What Therapeutic Touch questions are un-answered? 2. How are relevant research questions derived? (from Therapeutic Touch practice) <p>C. Relevance of research to one’s Therapeutic Touch practice</p> <ol style="list-style-type: none"> 1. Promoting Therapeutic Touch research 2. Importance of Therapeutic Touch research in the future to keep Therapeutic Touch relevant and on the leading edge of healing and healing practices <p>Note: Teachers may want to add information related to:</p> <ul style="list-style-type: none"> Role of practitioner in research Pattern recognition Questions about practice 	<p>VII. Activities:</p> <ul style="list-style-type: none"> • Develop a Pilot Project for your Heart’s Desire Research (one page) – could be done in teams. What TT questions need to be answered next or asked now? Where do you believe that TT will have a benefit that hasn’t been explored yet? (Send simple guidelines for exercise ahead of workshop) <p>Resources: Examples of Research Studies:</p> <p>Gronowicz, G., et al. (2008). Therapeutic Touch stimulates the proliferation of human cells in culture. <i>The Journal of Alternative and Complementary Medicine</i>, 14(3), 233-239.</p> <p>Hallett, A. (2004). Narratives of Therapeutic Touch. <i>Nursing Standard</i>, 19(1), 33-37.</p> <p>Kim, H.S. (1999). Critical reflective inquiry for knowledge development in nursing practice. <i>Journal of Advance Nursing</i>, 29(5), 1205-1212.</p> <p>Larden, C.N., Palmer, M.L., & Janssen, P. I. (2004). Efficacy of Therapeutic Touch in treating pregnant inpatients who have chemical dependency. <i>Journal of Holistic Nursing</i>, 22(4), 320-332.</p> <p>Newshan, G., & Schuller-Civitella, D. (2003). Large clinical study shows value of Therapeutic Touch program. <i>Holistic Nursing Practice</i>, 17(4), 189-192.</p> <p>Shields, D. (2010). Lotus Dance. <i>Cooperative Connection: Newsletter of Therapeutic Touch International Association</i>, 27(14), 1-2, 4-5, 11, 15, 18.</p>

TTNC GUIDELINES FOR TEACHING THERAPEUTIC TOUCH

Application of the Inner Processes of Therapeutic Touch® (Formerly Level 3 & Advanced)

16-20 hours

Suggested Maximum Teacher-Student Ratio 1: 10-12

Approved January 2019

		<p>Woods, D.L., & Whitney, J. (2004). The effect of Therapeutic Touch on behavioral symptoms of persons with dementia. <i>Alternative Therapies in Health and Medicine, 11(1)</i>, 66-74.</p> <p>Woods, D. L., & Karabi, S. (2009). The effective of Therapeutic Touch on behavioral symptoms and cortisol in persons with dementia. <i>Research in Complementary Medicine, 16(3)</i>, 181-189.</p>
--	--	---

TTNC GUIDELINES FOR TEACHING THERAPEUTIC TOUCH

Application of the Inner Processes of Therapeutic Touch[®] (Formerly Level 3 & Advanced)

16-20 hours

Suggested Maximum Teacher-Student Ratio 1: 10-12

Approved January 2019

SUGGESTED REFERENCES:

TTNO Annotated Bibliographies on TT research

TTIA Annotated Bibliography (Selected articles as appropriate) (several of the texts are available via Amazon.com and other book sellers)

TTIA Annotated Bibliography (Selected Articles). Available at www.therapeutictouch.org

TTIA Videos – Therapeutic Touch: The Evolving Art and Science (TTIA, 2016) Available for purchase from www.therapeutictouch.org

Vision & Reality (NHPAI 1997) Craryville, NY: NHPAI (TTIA) Available for purchase from www.therapeutictouch.org

Publications:

Bohm, D. (2002). *Wholeness and the implicate order*. Routledge Classics: Great Britain.

Calabria, M. D. & Macrae, J. (1994). *Suggestions for thought by Florence Nightingale: Selections and commentaries*. Philadelphia: University of Penn Press.

Fanslow-Brunjex, C. (2008). *Using the power of hope to cope with dying: The four stages of hope*. Fresno CA: Quill Driver Books.

Fisher, N. (2012). *Training in compassion*.

Hallett, A. (2016). *A far reaching thing: Tales of healing with Therapeutic Touch*. Pegasus Elliot Mackenzie: UK

Krieger, D. (2007). *Therapeutic Touch 1997-2007: Anniversary of an inner journey*. Presentation Therapeutic Touch-Professional Associates/ Seattle, 10th Anniversary Keynote. From Montana Dialogues papers, 2012.

Krieger, D. (2002). *Therapeutic Touch as transpersonal healing*. New York: Lantern Books.

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

Kunz, D. & Karagulla, S. (1989). *The chakras and the human energy field*. Wheaton, IL: Theosophical Publishing.

Kunz, D. & Krieger, D. (2004). *The spiritual dimension of Therapeutic Touch*. Rochester, VT: Bear & Company.

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

McTaggart, L. (20013). *The Field: The quest for the secret forces of the universe*. New York: Harper Collins.

Rogers, M. E. (1992). Nursing science and the space age. *Nursing Science Quarterly*, 5(1), 27-34.

Watson, J. (2008). *Nursing: the philosophy and science of caring*. Boulder CO: University Press of Colorado.

TTNC GUIDELINES FOR TEACHING THERAPEUTIC TOUCH

Application of the Inner Processes of Therapeutic Touch® (Formerly Level 3 & Advanced)

16-20 hours

Suggested Maximum Teacher-Student Ratio 1: 10-12

Approved January 2019

Weber, R. (1986). *Dialogues with scientists and sages: The search for unity*. London: Routledge & Kegan Paul.

CANADIAN RESOURCES:

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

RESOURCES OUTSIDE CANADA:

Therapeutic Touch International Association TTIA PO BOX 130 Delmar NY 12054 Phone: (518) 325-1185 Fax: (509) 693-3537 Email: info@therapeutic-touch.org www.therapeutic-touch.org	Pumpkin Hollow Retreat Center 1184 Route 11, Craryville, NY 12521 Phone: 518-325-3583 Fax: 518-325-5633 Email: info@pumpkinhollow.org www.pumkinhollow.org	Camp Indralaya 360 Indralaya Road Eastsound, WA 98245 Phone: 360-376-4526 Fax: 360-376-5977 E-mail: indralaya@indralaya.com www.indralaya.org
---	--	---

TTNC GUIDELINES FOR TEACHING THERAPEUTIC TOUCH

Application of the Inner Processes of Therapeutic Touch® (Formerly Level 3 & Advanced)

16-20 hours

Suggested Maximum Teacher-Student Ratio 1: 10-12

Approved January 2019

<p>National Center for Complementary and Alternative Medicine at the National Institute of Health 6707 Democracy Blvd., Suite 200 Bethesda, Md. 20892-5475 e-mail: info@nccam.nih.gov web: http://nccam.nih.gov 1-866-464-3616</p>	<p><i>Advances in Mind-Body Medicine</i> accessed at www.advancesjournal.com <i>Alternative Therapies in Health & Medicine</i> accessed at www.alternative-therapies.com <i>EXPLORE: The Journal of Science and Healing</i> at http://www.sciencedirect.com/science/journal/15508307 <i>Integrative Medicine: A Clinician's Journal</i> accessed at www.imjournal.com Inno Vision Communications, LLC</p>	
<p>Therapeutic Touch Association of Australasia, Inc. TTAA http://www.therapeutictouch.org.au/</p>	<p>British Association of Therapeutic Touch BATT http://www.ttouch.org/uk/</p>	<p>Therapeutic Touch Netzwerk Deutschland TTND http://www.therapeutic-touch-netzwerk.de/</p>
<p>Van Praag Instituut (Netherlands & Belgium) http://www.vanpraaginstituut.nl/therapeutictouch.htm</p>	<p>Positively Africa http://positivelyafrica.org/specialprojects.htm</p>	