

TTNC GUIDELINES FOR TEACHING THERAPEUTIC TOUCH®

Transpersonal Nature of Therapeutic Touch® (Formerly Level 2 & 3)

12-16 hours

Suggested Teacher-Student ratio 1: 12 – 15

Approved January 2019

Critical Elements	Teaching Guidelines	Potential Resources and Learning Activities
Teacher/ Facilitator Qualifications	Teacher prerequisites Recognized Transpersonal Nature of Therapeutic Touch Teacher (RT) Member of Regional TT Network	
Student Qualifications	Student prerequisites 12 hour Foundations for Therapeutic Touch course with an RT Recommend 1 to 4 months of regular TT practice (average of twice weekly) after Foundations for TT course Recommend mentorship process with a Recognized Practitioner (RP) or Teacher (RT) Recommend membership in regional Therapeutic Touch network. Recommend regular participation in a practice group, where available	Mentorship process with a Recognized Practitioner (RP) or Teacher (RT) Regular participation in a practice group, where available
Teaching-learning approaches	Lecture Demonstration Return demonstration Journaling Documentation Reflective dialogue. *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.	TT C.A.R.E.R. Notes Johns, C. (2003) Easing into the light. <i>International Journal of Human Caring</i> . 7(1), 49-55. Bohm, D. (1996). On Dialogue. New York: Routledge 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 Transpersonal Nature of Therapeutic Touch builds on the knowledge, skills, and insights acquired through the Foundations for Therapeutic Touch course and insights gained from regular practice, broadening the learner's understanding of the essential elements of TT. Contemplative practices and guided reflective dialogue regarding energetic, emotional, and mental aspects of Therapeutic Touch practice enhance the learner's self-knowledge and self-inquiry. Learners explore approaches to assisting individuals who are experiencing a variety of health challenges.		
Learning Outcomes: Upon completion of this Transpersonal Nature of Therapeutic Touch course the learner will be able to: <ol style="list-style-type: none"> 1. Engage in contemplative practices which deepen knowledge and awareness of the inner self. 		

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<p>2. Describe the relationships between practitioner's shifts in consciousness and elements of the TT process.</p> <p>3. Provide Therapeutic Touch sessions with the compassionate intent to help the healing partner.</p> <p>4. Apply knowledge and understanding of the Transpersonal Nature of Therapeutic Touch to the development of a TT practice.</p>		
Critical Elements	Teaching Guidelines	Potential Resources and Learning Activities
I. The Origin and Evolution of TT Over Time	<p>I. THE EVOLUTION OF THERAPEUTIC TOUCH AS TRANSPERSONAL HEALING</p> <p>A. Current status and trends - Include TT® trademark and use of term Therapeutic Touch®</p> <p>1. Therapeutic Touch Characteristics:</p> <ol style="list-style-type: none"> process – a learned skill creative act – an art intuitive energy 'dance' research supported shifts in Consciousness: Doing-Being <p>B. Reflective practice:</p> <ol style="list-style-type: none"> Reflect on one's practice of Therapeutic Touch – what, how, why...moving from 'doing practice' to 'being practice'; connection with 'timeless self' Reflective journaling- What it was like as a beginner and how it is now: how it is similar, how it is different 	<p>I.</p> <p>Activities:</p> <ol style="list-style-type: none"> Participate in "Looking Over One's Shoulder" TT Practice Activity Reflective Dialogue experience as student shares story Reflective Journal Case study (ies): Strategize approaches to the inclusion of TT in a variety of practice settings Student presentations: holistic and integrative healthcare approaches <p>Resources:</p> <ol style="list-style-type: none"> "Looking Over One's Shoulder" TT practice activity Reflective Journal TT C.A.R.E.R. Notes & New Perspectives on Experiencing TT Videos as appropriate: Vision & Reality TT: The Evolving Art & Science <p>Homework:</p> <p>Activities: B,C,D</p>
II. Theoretical Foundations and Philosophical Assumptions of Therapeutic Touch	<p>II. THEORETICAL FRAMEWORKS AND PHILOSOPHICAL ASSUMPTIONS THAT SUPPORT THE TRANSPERSONAL NATURE OF THE THERAPEUTIC TOUCH PROCESS</p> <p>A. The role of theory in the understanding of the transpersonal nature of the Therapeutic Touch process as a foundation for Therapeutic Touch practice</p> <p>B. Key Concept related to the transpersonal nature of Therapeutic Touch is a foundation upon which to build a relational practice. Therapeutic Touch is a transpersonal bridge between the practitioner's inner self and the Hp's inner self.</p>	<p>II.</p> <p>Activities:</p> <ol style="list-style-type: none"> Write a personal philosophy of self as healer and also self as TT practitioner Reflective Dialogue: How are the 4 major assumptions manifested in one's TT practice? Case study(ies): Applying one theory to one's TT experience. <p>Handouts:</p> <ul style="list-style-type: none"> Theorist table: Assumptions & Model Chakra System (M. Arrington) C.A.R.E.R. Notes

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	<p>C. Foundational Theories foundational to the Transpersonal nature of Therapeutic Touch:</p> <ol style="list-style-type: none"> 1. Science of Unitary Human Beings (Martha Rogers)- mutual simultaneous process 2. Theory of Healing (Montana Dialogues, 2015) 3. Environmental Theory (Florence Nightingale) <p>D. Philosophies foundational to the Transpersonal nature of Therapeutic Touch:</p> <ol style="list-style-type: none"> 1. Eastern philosophy – East Indian prana 2. Universal healing field (Kunz) 3. <i>Quantum Field Theory</i> – Implicate and Explicate order of Quantum Field Theory (David Bohm) 4. Consciousness – contemporary reflections <p>E. Major Assumptions in the context of Transpersonal Healing Relationships of Therapeutic Touch (Emphasis on #1-3)</p> <ol style="list-style-type: none"> 1. Healing is a natural human potential that can be actualized Healing is an intrinsic movement toward order that occurs in all living organisms and can be facilitated and made real by compassionate TT therapists through their intent to help or heal. (Kunz & Krieger, 2004) 2. Therapeutic Touch is a transpersonal process During Therapeutic Touch, healer and healing partner experience a transpersonal state of consciousness beyond the usual ordinary perception of reality, which informs and transforms their vital energy and psychodynamic energy fields to activate natural potentials of being and healing (Krieger, 2002). 	<ul style="list-style-type: none"> • Websites: Listing of theory websites, ISSSEEM, IONS • NANDA Definition of HEF and Energy Field Imbalance • <i>You Tube Video</i> – Martha Rogers, SUHB for Dummies – Building Blocks • Lipton, B. (2005) The biology of belief: Unleashing the power of consciousness, matter & miracle. <p>Homework: Activities: A & C</p> <p>References: Martha E. Roger's Nursing Science Ch.5 Principles of Integrality, Resonancy, and Helicy https://pressbooks.uiowa.edu/rogeriannursingscience/chapter-5-introduction-to-the-principles</p> <p>Hanley, Coppa & Shields. (2107). A practice-based theory of healing through Therapeutic Touch. <i>Journal of Holistic Nursing</i> (35) 4, 369-381.</p> <p>Medeiros, Enders & Lira (2015). The Florence Nightingale's environmental theory: A critical analysis. <i>Escola Anna Nery</i>, 19(3), 2177-9465. http://www.scielo.br/scielo.php?pid=S1414-81452015000300518&script=sci_arttext&ting=en</p> <p>Bohm, D. (1980). Wholeness and the implicate order http://gci.org.uk/Documents/DavidBohm-WholenssandTheImplicateOrder.pdf</p> <p>Lipton, B. (2005). The biology of belief: Unleashing the power of consciousness, matter & miracle.</p>
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	<p>3. A network of intelligent forces underlies human healing functions The universal healing field (energy), an orderly and dynamic force, is influenced by intelligent forces to support the life process (Kunz & Krieger, 2004). The purpose of the TT therapist is to help bring order to a disordered field (Kunz, 1985). The compassionate intention towards order enables the healing partner to heal or recuperate (Krieger, 2007).</p> <p>4. One's destiny may influence the effects of the TT session</p> <p>F. Energy field anatomy and physiology</p> <p>1. Structure and functions of interpenetrating energy field:</p> <ul style="list-style-type: none"> • Physical • Mental • Emotional • Spiritual <p>(p. 104 Krieger: TT as Transpersonal healing)</p> <p>2. Characteristics of seven major chakras:</p> <ul style="list-style-type: none"> • Centers of consciousness • Location • Attributes • Functions <p>3. Energy field dynamics: Interpenetrating energy fields: Relationships among the fields –vital, emotional, mental, intuitional ie. Kunz & Karagulla; Brennan</p>	<p>Arrington, M. Chakra System: A summary of the views of Leadbeater, Brennan and Myss.</p> <p>How to open your 7 chakras as explained in a children's show http://www.youtube.com/watch?v=StrbppsZJww</p> <p>Dora Kunz & Dr. Karagulla: The structure and function of the chakras (33:12) https://www.youtube.com/watch?v=9YV_plwBDzM</p>
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III. Inner Process of Therapeutic Touch	<p>III. THE INNER PROCESS OF THERAPEUTIC TOUCH IN THE CONTEXT OF TRANSPERSONAL HEALING RELATIONSHIPS</p> <p>A. Inner Process: Connection with the inner self</p> <ol style="list-style-type: none"> 1. Explore meditative aspects of Therapeutic Touch 2. Sustained centering ability 3. The inner self (a.k.a. “Issie”) <ol style="list-style-type: none"> a. The “Deep Dee” process (Krieger) b. Coming from a place of compassion: <ol style="list-style-type: none"> i. Compassion for self ii. Compassion for the Hp 4. Meditation practices 5. Reflective narrative as self-inquiry 6. Journaling 7. Therapeutic Touch as a lifestyle->lifeway <p>B. Personal awareness of the Therapeutic Touch process</p> <ol style="list-style-type: none"> 1. How we perceive and explore what is happening within our own energy, emotions, and thoughts 2. Invite one’s inner self into one’s daily life 3. Allow the Hp energy field needs to guide one’s intention 4. Personal foundations supportive of a healing lifeway <ol style="list-style-type: none"> a. Meditation; lifestyle patterns; nature; mindfulness; b. Balance among rest-activity-play-work c. Reflection: practice groups; creative pursuits d. Journaling e. Reflective narrative 	<p>III.</p> <p>Activities:</p> <ol style="list-style-type: none"> A. Complete holistic self-assessment B. Activities to increase connection with inner self and one’s journey: <ol style="list-style-type: none"> 1. Meditation, lifestyle patterns, nature, mindfulness 2. Balance between rest-activity-play 3. Reflection: practice groups, creative pursuits 4. Journaling – reflective narrative as self-inquiry 5. Deep Dee 6. Centering practices: eg. music, movement, Bija sounds <p>Resources:</p> <ul style="list-style-type: none"> • Holistic self-assessment tools • Tree of Contemplative Practice • Aesthetic pieces eg. mandalas, desk labyrinth, colored paper & pens • TT C.A.R.E.R. Notes • Handout on Chakra sounds – L. Bauer • Chakra System – M. Arrington • Johns, C. (2003). Easing into light. <i>International Journal of Human Caring</i>, 7(1), 49-55 • Websites: Mind & Life Institute https://www.mindandlife.org/ http://www.contemplativemind.org/practices <p>Homework</p> <p>Activities: A, B – try out two contemplative practices</p>

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	<p>f. Identification of personal strengths and areas for growth</p> <p>g. Value of developing a self-healing plan</p> <p>5. Benefits and challenges of giving and receiving regular Therapeutic Touch session with peer feedback</p> <p>6. Ethical practice</p>	
IV. Essential Elements of Therapeutic Touch	<p>IV. THE PRACTICE AND UNDERSTANDING OF <u>THE TRANSPERSONAL NATURE OF THERAPEUTIC TOUCH</u></p> <p>A. Dialogue Process:</p> <p>i. Transforming understanding...meaning through emerging dialogue</p> <p>ii. Fostering Relationship between Practitioner and Hp</p> <ol style="list-style-type: none"> Practitioner – Hp relationship Connecting with Hp's wholeness while focusing on order and balance Practitioner with self - sense/awareness of own body actions/feelings/experiences/energy <p>B. Reflective Practice:</p> <p>i. What happened to you/within you during the TT process?</p> <p>ii. What happened to the partner/within partner during TT process?</p> <p>C. Terminology: Sustained centering, Energy modulation</p> <p>D. Hp intake: documentation form:</p> <ol style="list-style-type: none"> Hp history/intake information Hp's intention for the session Hp consent process <i>reviewed</i> <ol style="list-style-type: none"> when obtained what to include what practitioner might say 	<p>IV.</p> <p>Activities: Focus on Transpersonal Nature of TT</p> <ol style="list-style-type: none"> Looking over one's shoulder <ol style="list-style-type: none"> Self-awareness during TT Use of TT C.A.R.E.R. Notes Reflective Practice Demonstration and practice of TT process Participate in Dialogue about out-of-class TT sessions <p>Resources:</p> <ul style="list-style-type: none"> Handouts: eg. Theorist table Hanley, M. (2016). TT Process Helix – Shifts in consciousness & elements of TT TT C.A.R.E.R. Notes Websites: ttnc.ca www.therapeutictouchontario.org/ www.therapeutic-touch.org <p>Homework/Own Work:</p> <p>A – do one or more TT sessions, document using reflective journal</p>

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	<p>d. written versus verbal consent</p> <p>e. documentation of consent.</p> <p>E. Enhanced Therapeutic Touch Skills:</p> <p>1. The <i>Call of Compassion</i>- Aware of the ‘need’ for help/healing –</p> <p>a. Preparing self to respond to need of the other</p> <p>b. Centering - Inward focus</p> <p>c. Mindful Approach...Sustained Centering</p> <p>i. recognizing when off center & returning to center</p> <p>ii. identifying reason(s) for coming off center</p> <p>iii. strategies for maintaining self on-center</p> <p>iv. focused attention</p> <p>v. inward focus</p> <p>d. Psychodynamic Corridor: the relationship between TT therapist/practitioner and Hp</p> <p>i. Therapist-Healing partner (Hp) psychodynamic field interaction</p> <p>ii. Connecting with healing partner’s wholeness while focusing on order and balance</p> <p>iii. Therapist/Practitioner with self - awareness of own actions, feelings, experiences</p> <p>e. Intention: setting the intention to help</p> <p>i. connect with Hp’s wholeness/timeless self</p> <p>ii. focus on balance of Hp’s field</p> <p>iii. focus on order of Hp’s field</p> <p>iv. focused intention guided by Hp’s field</p> <p>v. intuitive guidance – how, signs of</p> <p>vi. awareness of practitioner’s thoughts, feeling, actions, intentions, throughout the Therapeutic Touch process</p> <p>vii. activation of the hand chakras</p>	<p>Activity: Develop a one or two sentence description that one could use to describe the TT process to a Hp and obtain verbal consent; share with group; feedback</p> <p>Tiller, W.A. Dibble, W. F., & Kohane, M. J. (1999).Exploring robust interactions between human intention and inanimate/animate systems. <i>Subtle Energies & Energy Medicine</i>. 3 (11), 265-291</p>
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	<p>2. Assessment: <i>The Outreach</i> - use of hand chakras</p> <p>a. <i>Refining the Search</i></p> <ul style="list-style-type: none"> i. differentiating meanings of perceptions: see, feel, hear, smell, sense ii. expanding awareness: cues from the Hp's field: sensory, sound, color, imagery, words, smells iii. strategies for retaining assessment information iv. assessment information as foundation for intervention v. assessment information as a guide for one's intention <p>3. Rebalancing/Repatterning-Intervention:</p> <ul style="list-style-type: none"> a. Strategies to clear, re-balance, and modulate energy, '<i>touch</i>' vs '<i>non-touch</i>' <ul style="list-style-type: none"> i. clearing ii. grounding iii. attention to specific areas, use of clearing, hands on or off iv. intention: Hp actively involved with visualization, use of color, imagery, sound, metaphors, opposites, as called for in the session b. Sustained focus on intervention c. Strategies for energy modulation d. Integration of energy e. <i>Reassessment</i>: when, observations <p>4. End/Done – <i>Closure</i>:</p> <ul style="list-style-type: none"> a. Cues that a session is complete for now 	<p>Activities: Grounding Experience color, sound, images in the HEF Describe the HEF experience including use of metaphor Using color to modulate energy</p>
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	<p>b. Ensure Hp grounded</p> <p>c. Leave the field gently; letting go</p> <p>d. <i>Hp Rest Period – why, when, how long, Hp comfort & safety, therapists role in ‘holding space’</i></p> <p>e. After Rest</p> <p>i. Feedback from the Hp: when, how, how much, how therapist encourages feedback, Hp share responses to session</p> <p>ii. Feedback to the Hp: when, how, how much, what therapist might say to provide feedback, Hp ‘homework’</p> <p>f. <i>Documentation of Therapeutic Touch session</i></p> <p>a. When</p> <p>b. How</p> <p>c. What to include</p> <p>d. Therapist’s signature</p> <p>5. Recall - Reflective practice writing for practitioner-include insights that may be applied to future practice</p>	<p>Handout: Sample format for documentation of TT session: C.A.R.E.R Notes</p> <p>Koshy, K. et al. (2017). Reflective practice in health care and how to reflect effectively. <i>International journal of Surgery & Oncology</i>, 2(6). Doi: 10.1097/IJ9.00000000000000020</p>
Critical Elements	Teaching Guidelines	Potential Resources and Learning Activities
V. Experiential Practice of Therapeutic Touch Within the Class	<p><u>V. THE SUCCESSIVE PHASES OF THERAPEUTIC TOUCH FOCUSING ON THE TRANSPERSONAL NATURE OF THERAPEUTIC TOUCH</u></p> <p>A. Review of the Therapeutic Touch process as covered in the Foundation’s course. *Detail and depth determined by the needs of the group and the judgment of the RT.</p> <p>1. Call to compassion- recognizing the need Centering - Sustained Centering</p> <p>Approach: The Psychodynamic corridor explaining Therapeutic Touch</p>	<p>V.</p> <p>Activities:</p> <p>A. Participate in a clinical practicum</p> <p>B. Case study (ies)</p> <p>Resources:</p> <ul style="list-style-type: none"> TT C.A.R.E.R. Notes Outline of Exercises: Barrier exercise – (Krieger) Embodying emotions exercise –(Krieger, 1993) <p>Activities:</p>

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	<p><i>informed consent</i></p> <ol style="list-style-type: none"> 2. Assessing: The Outreach and Search 3. Rebalancing: Intervention Reassessment 4. Ending Done - Closure 5. Reflection/Recall: <i>reflective practice</i> <p>B. Adaptations of Therapeutic Touch:</p> <ol style="list-style-type: none"> 1. Different populations, conditions, and settings 2. Working with Hps who are: <ol style="list-style-type: none"> a. lying in free standing bed b. lying in their bed in their most comfortable sleeping position c. reclining in a lazy boy chair d. sitting in a wheelchair <p>C. Working with color:</p> <ol style="list-style-type: none"> 1. Perceive color in the field 2. Use of color for modulation <p>D. Recognizing and dealing with emotional states energetically:</p> <p>E. Documentation: Document findings on an assessment form</p> <ol style="list-style-type: none"> 1. illustrate dimensions and interactions of the psychodynamic/ emotional field 2.. indicate patterns and flow among physical and emotional vital-energy fields <p>F. Clinical Application</p> <ol style="list-style-type: none"> 1. Reflect on past experiences with Therapeutic Touch 2. Precautions in practice <p>G. Hand-Heart Connection as an extension of Therapeutic Touch (at discretion of RT)</p>	<p>A. Barrier exercise</p> <p>B. Perceiving and working with color: centering, assessing, clearing, modulating</p> <p>C. Perceiving emotions energetically</p> <p>D. Hand-Heart Connection as an extension of TT (at discretion of RT)</p> <p>Exercises:</p> <p>Case study reviews and Dialogue</p> <p>Activity: Connecting with the vibration of specific colors</p> <p>Discuss what one experienced</p>
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VI. Integrating Therapeutic Touch into Practice with Others and Self	<p>VI. INTEGRATING THERAPEUTIC TOUCH INTO THE PRACTICE SETTING: FOCUS ON THE TRANSPERSONAL NATURE OF THERAPEUTIC TOUCH</p> <p>A. Indications for use of Therapeutic Touch:</p> <ol style="list-style-type: none"> 1. Relaxation 2. Pain 3. Anxiety 4. Facilitation of the healing process: <ol style="list-style-type: none"> a. acute illness b. chronic illness 5. Comfort 6. Wound and injury healing <p>B. Integrating Therapeutic Touch into practice</p> <ol style="list-style-type: none"> 1. Accountability for self as a healer: <ol style="list-style-type: none"> a. ethical principles and conduct inherent in the practice of Therapeutic Touch b. the value of ongoing self-healing and personal growth c. the value of giving and receiving regular Therapeutic Touch sessions d. the use of case studies as a valuable learning tool 2. Clinical practice of Therapeutic Touch: <ol style="list-style-type: none"> a. Practice of Therapeutic Touch in a variety of settings b. Adapting Therapeutic Touch for different populations c. Integrating Therapeutic Touch with other modalities d. Legal documentation e. Legal and ethical issues Code of Ethics according to Provincial TT <ol style="list-style-type: none"> i. Consent issues (implicit and explicit) 	<p>Activities:</p> <p>Demonstration & Return demonstration</p> <p>Resources:</p> <p>Credentialing process: RP Scope & Standards of Practice Code of Ethics</p> <p>Homework =“own work”</p> <ol style="list-style-type: none"> 1. Consider: why do I want to be a healer? 2. Continue meditative practices, reflection, journaling 3. Practice TT, including with TT practice group 4. Review clinical and research literature (readings)

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	<p>ii. Confidentiality</p> <ul style="list-style-type: none"> • Freedom of Information and Privacy Act (FOIP) • Personal Information Protection and Electronic Documents Act (PIPEDA) <p>iii. Respect/touch</p> <p>iv. Liability/responsibility in agency/ institution</p> <ul style="list-style-type: none"> • Security clearance • Policy and Procedure for Therapeutic Touch in hospitals ,facilities, community care and hospice in your province <p>v. Licensing and practice laws</p> <ul style="list-style-type: none"> • Standards and scope of practice • Trademarks • Quality Assurance • Provincial Association Membership application form <p>C. Health Care Trends</p> <ol style="list-style-type: none"> 1. Insurance 2. Health care reform – role of wellness/health promotion 3. Nutrition, lifestyle, health promotion, and Wellness 4.Impact of social trends on people’s well-being/quality of life <p>D. Professional Therapeutic Touch Frameworks:</p> <ol style="list-style-type: none"> 1. Therapeutic Touch Network of Canada (TTNC) <ol style="list-style-type: none"> a. Organization b. Membership: fee, benefits c. Newsletter d. Activities e. Standardized Therapeutic Touch curriculum f. Registered trademark ® 	<p>Network membership application</p>
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	<ol style="list-style-type: none"> 2. Recognition process for Recognized Therapeutic Touch practitioner (RP) 3. Mentorship <ol style="list-style-type: none"> a. Value of b. Working with a mentor: contract, fee, timelines 4. Provincial Therapeutic Touch Networks: <ol style="list-style-type: none"> a. Therapeutic Touch Network of _____ b. Membership: fee, benefits c. Activities: frequency, location, cost d. Newsletter e. Board members f. Provincial status/ network status: RP, RT 5. Local Practice Groups <ol style="list-style-type: none"> a. Meeting date, time, frequency, cost, location b. Facilitator(s) c. Benefits 6. Deciding to become a TT Practitioner 	<p>Network Credentialing process: RP, RT</p>
VII. Therapeutic Touch Research	<p><u>VII. CURRENT STATUS OF THERAPEUTIC TOUCH RESEARCH</u></p> <p>A. Research process and the scientific basis of Therapeutic Touch</p> <ol style="list-style-type: none"> 1. Appraise selected Therapeutic Touch research studies (classic and current) including early studies (i.e.: Krieger, Quinn) and current studies (i.e., Hanley, Fry & Kijek, Woods Smith, Gronowicz) 2. Foundations for evidence-based practice of Therapeutic Touch <p>B. A Theory of Healing – dialogue process and reflective journaling</p> <p>C. Research approaches used in Therapeutic Touch inquiry</p> <ol style="list-style-type: none"> 1. Differences between qualitative and quantitative research 	<p>Activities:</p> <ol style="list-style-type: none"> A. Envisioning a research study B. Envisioning an evidence based practice process C. Sharing TT research <p>Resources:</p> <p>Handouts:</p> <ul style="list-style-type: none"> • Research handout – basic fact sheet • Compare/Contrast documents related to research, evidence based practice and quality improvement <p>Website: www.therapeutictouch.org</p> <p>Sample Research Articles:</p> <p>Samarel, N. (1991). The experience of receiving Therapeutic Touch. <i>Journal of Advanced Nursing</i>, 17, 651-657.</p>

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	<p>2. Criteria for determining sound research: qualitative and quantitative</p> <p>3. Emerging approaches to the study of:</p> <ul style="list-style-type: none"> a. practitioner-healing partner relationships b. outcomes studies <p>4. Practitioner role in research.</p> <p>D. Developing a personal library of resources:</p> <ul style="list-style-type: none"> a. Links to selected research articles and Therapeutic Touch books b. Strategies for searching for resources i.e. Internet Browser; Associations; Libraries 	<p>Smith, D.W. & Broida, J. P. (2007). Pandimensional field pattern changes in healers and healees experiencing Therapeutic Touch. <i>Journal of Holistic Nursing</i>, 25(4), 217-225.</p> <p>Moore, T. (2005). Best practice guidelines: An invitation to reflect on Therapeutic Touch practice. <i>Journal of Nursing Care Quality</i>, 20(1), 90-94.</p> <p>Homework–“Own work”: Read at least one TT study and be prepared to share/discuss with the group</p>
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Suggested References:

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Transpersonal Nature of Therapeutic Touch® (Formerly Level 2 & 3)

12-16 hours

Suggested Teacher-Student ratio 1: 12 – 15

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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	Pumpkin Hollow Retreat Center 1184 Route 11, Craryville, NY 12521	Camp Indralaya 360 Indralaya Road Eastsound, WA 98245 Phone: 360-376-4526
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<p>National Center for Complementary and Alternative Medicine at the National Institute of Health (NIH) 6707 Democracy Blvd., Suite 200 Bethesda, Md. 20892-5475</p> <p>E-mail: info@nccam.nih.gov Website: http://nccam.nih.gov 1-866-464-3616</p>	<ul style="list-style-type: none"> • <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>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>	

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