



CHECKLIST FOR REVIEW OF LEVEL 3 SUBMISSIONS

Name of Student Teacher

Workshop Title

Therapeutic Touch Level 3

Number of hours: Eight to twelve hours minimum

- Submissions Coordinator or Teacher Liaison Chair has received and approved the Checklist for Mentoring/Student Teachers, Sections A-D. completed and signed by the Mentoring Teacher

Reviewers: For more specific details please refer to the TTNO Curriculum & Guidelines for Teaching Therapeutic Touch®, pages 21-24.

Materials submitted for this submission

- Day Plan (teacher's script for the day) - this may be a detailed written outline or details of the presentation included within the notes section of the PowerPoint
- copies of all handouts given to students including those approved by the TTNO
- any PowerPoint presentations, overheads, charts, audiovisual aids must be noted in the Day Plan
- workshop evaluation form (see page 3 of this document for specific requirements)
- certificate of participation (see page 3 of this document for specific requirements)
- registration form and/or information brochure (see page 3 of this document for specific requirements)

The following are noted in this submission

- workshop title
- length of workshop
- description of workshop
- workshop learning objectives
- references/resources

Curriculum Outline

The following areas are included and have been discussed and expanded on in this submission

The Process of Therapeutic Touch

- review of definitions, basic assumptions and premises, as they relate to the Therapeutic Touch session
- review the full Therapeutic Touch session
- explain the difference between Therapeutic Touch as a science and an art
- discuss the effectiveness of Therapeutic Touch, drawing from the student's own experiences
- discuss participant experiences with Therapeutic Touch, including how their sessions have evolved from Level 1 to Level 3
- review case studies
- provide a practicum with a case study
- demonstrate, and allow participants to practise, giving TT to clients who are
 - lying in a free-standing bed or in a bed positioned against the wall
 - lying in their bed in their most comfortable sleeping position – not on their back
 - reclining in a lazy boy
 - sitting in a wheel chair
- define and explain distant healing; followed by a practice session

The Human Energy System

- discuss the characteristics of physical, emotional, mental, and intuitional fields
- discuss the location and characteristics of the seven major energy centres (chakras)
- discuss the chakras and their relationship to the energy field and a Therapeutic Touch session
- discuss the relationship of chakras to the autonomic nervous system
- discuss the relationship of chakras to the endocrine system
- identify the systems most sensitive to the effects of Therapeutic Touch

Sensitivity and Intuition

- define sensitivity and intuition
- discuss examples of sensitivity and intuition
- provide experiential exercises, using intuition to explore the emotional field
- discuss the use of intuition during the assessment phase
- discuss the importance of being centered, as it pertains to the use of intuition
- discuss the importance of intentionality as it pertains to intuition

Transcendence Transformation

- discuss/dialogue with participants their experiences as practitioners of Therapeutic Touch
- discuss/dialogue with participants their experiences as clients receiving Therapeutic Touch

Self-healing and Inner Growth

- discuss/dialogue the development of a plan for self-healing
- discuss/dialogue the development of a plan for personal growth as an individual and a Therapeutic Touch practitioner

Therapeutic Touch and Ethical Principles and Conduct

- discuss ethical practices
- discuss how to identify one's personal strengths and limitations

The Therapeutic Touch Network of Ontario

- review the implications of ownership of the Therapeutic Touch trademark - membership in a provincial, professional organization
- review the criteria for becoming a Recognized Practitioner
- review introduction to membership and provide forms

Review the benefits of membership

- inTouch*
- the *Practitioner Workbook* as an opportunity for further learning
- attendance at the annual conference and Professional Development Days
- a variety of resources - information booklets, CDs, DVDs, etc. to purchase
- like minds with which to network
- local Branches
- a referral service for Recognized Practitioners and Recognized Teachers
- Statement of Ethics and Conduct for the Practice of Therapeutic Touch®*
- Statement of Ethics and Conduct for the Teaching of Therapeutic Touch®*
- Quality Assurance Policy* (NOTE: all concerns require a written report to be received by the Board office. Report form is available from the Board office.)
- the TTNO website
- a donation form - opportunities to confirm support of this modality
- a membership card to show at hospitals/hospices

Teaching Strategies

The following teaching strategies have been used in this submission

- lecture
- demonstration
- audiovisual: e.g., flip charts, audio cassettes, CDs, overheads, PowerPoint presentations, props, handouts, videos, DVDs
- experiential learning
- discussion/dialogue
- supervised practicum
- question and answer periods

Required TTNO Handouts

- Basic Information*
- The Therapeutic Touch Session*
- Statement of Ethics and Conduct for Practice of Therapeutic Touch®*

- TTNO information brochure: *Therapeutic Touch® Works!*
- Examples of case study forms from the *Practitioner Workbook*
- Criteria for Achieving and Maintaining Recognized Practitioner Status*
- Self-Assessment: Practice of Therapeutic Touch®*
- Self-Assessment: Knowledge of Therapeutic Touch®*

Suggested Handouts

- List of Branches in Ontario* and/or information about local Branches (refer to in *Touch* listings)
- New Membership Application Form Package*

Additional Handouts are

- well-prepared and easy to read
- give credit to source of information or another teacher who designed handout
- student reading list is current and appropriate to Level 3

Evaluation Methods

- discussion
- practicum
- workshop evaluation form
- Self-Assessment: Practice of Therapeutic Touch*

Workshop Evaluation Form

- has been designed specifically for a Level 3 workshop

Evaluates all of the following

- content
- presentation
- opportunity for feedback
- instructor's knowledge and teaching skills
- use of audiovisual aids
- student's self-assessment of what they have learned

The Certificate of Participation

Has been designed for this submission/workshop displays all of the following

- space for name of student
- name of teacher
- space for date
- space for location
- number of hours of teaching
- that TTNO requirements for the level have been followed
- Therapeutic Touch as developed by Dolores Krieger and Dora Kunz
- correct wording "acknowledges that xxx was a participant in"

Registration form and/or information brochure developed for this workshop

- information is clear and thorough, and is not misleading
- PIPEDA permission statement is on the form with lines for signature and date

General observations about this submission

- required TTNO Level 3 curriculum has been followed
- appropriate time allotment has been given to each area
- specific teaching strategies are adequately explained
- experiential exercises have been included and are appropriate for Level 3
- sufficient breaks are included
- sufficient time is allowed for Therapeutic Touch Practicum
- sufficient time is allowed for student feedback

Recommendation

I have reviewed this Level 3 submission and

- I accept and approve this submission as presented
- I accept and approve this submission with the following changes
- I do not accept or approve this submission

Suggestions Comments

Reviewers Name:

Reviewers Signature:

Date: