

Unit 6: Level 5 Homework/“Growth work” Requirements

Below are samples of quotes from HT Program graduates to inspire Level 4 students toward their goal of program completion.

What a gift to have my eyes opened, my mind opened and my heart opened. It is an honor to be on this path of HT and for this I am humbly thankful...Whew! What a journey and what a trip! – Hilda Rodgveller

... My case study became a way that I could express my love of Healing Touch and to express how much I honored Terry, my client (who eventually died)” – Mary Jo Brauner

The path between Level 4 and 5 has been a journey. It has had its moments of doubt, uncertainty and frustrations mixed with “ah ha!” moments which have been priceless and awesome to experience. . . It was a constant journey in patience and persistence. . . Level 5 is a treasured time of love, giving and support. This is what HT is about. – Linda Huckabee

I feel like an angel when I’m doing the work. – Jeanne Yancer

This is a chance to exercise your self-discipline! – Joanne Ross

CLASS ACTIVITIES

1. Begin the discussion of Level 5 Homework “growth work” requirements
2. Discuss preparation for the third client session in terms of case management
3. Discuss how to honor Level 5 at joint session (if a Level 5 class is happening simultaneously)

A MESSAGE FROM CYNTHIA HUTCHISON, HT EDUCATIONAL PROGRAM DIRECTOR

As a Level 4 student, may you feel inspired to take on the Level 5 “growth work” and see them as a pathway to discovering and becoming more and more the truth of your Higher Self. While the road will predictably have its ups and downs, it eventually leads to a new place of higher knowledge and deeper wisdom that reflects in living a more compassionate, conscious and fulfilling life.

Students who attend Level 5 universally speak about feeling like they are “a different person” based on the personal growth and development that has taken place through accomplishing the various assignments. All the “growth work” is very “doable” but requires organization and self-discipline, as well as a supportive network of friends and colleagues who will cheer you on to the finish line!

We are all here to help each other, and you can find many supportive persons to help you achieve practitioner status. Once you have completed your goal, we hope you will “pay it forward” and cheer on other Healing Touch students to move forward toward their graduation and certification. The Healing Touch Certified Practitioner (HTCP) credential is one that will carry with it respect and acknowledgement of something you can be proud of.

Smiles, Blessings and Encouragement,
Cynthia Hutchison

HOMEWORK (“GROWTH WORK!”) PREPARATION FOR HEALING TOUCH LEVEL 5

Overview

There are eight Level 4 assignments for students to work on and bring to Level 5 as part of course completion and graduation from the Healing Touch Program. With satisfactory completion of all requirements, a Healing Touch Program Certificate of Course Completion is awarded to the student at Level 5. This means you are an official graduate of Healing Touch Program and you may refer to yourself as a Healing Touch Practitioner (HTP). Many HT Practitioner Apprentices complete these tasks in about a year’s time, while others do so in two years or longer. It is a very personal and rich journey which is flexible from a time-line perspective, and can accommodate the other roles and responsibilities in your life.

In addition to the written requirements, Level 4 Instructors will verbally provide detailed instruction on homework preparation for attending Level 5. It is expected that your work will be presented in a neat and organized fashion for ease of reading and evaluation by the Level 5 Instructor and HTCP readers.

Do not use plastic protective sheets for your level 5 homework EXCEPT for your PPN. The other parts of homework will receive handwritten feedback on them from your HTCP reader.

1. Professional Profile Notebook (PPN)

Create a portfolio type presentation of your own personal design, reflecting yourself as a Healing

Touch Practitioner. Place materials in a notebook presentable for demonstration and display in the Level 5 classroom.

Purpose of the Professional Profile Notebook (PPN)

A Professional Profile Notebook is a creative, inspiring way to organize and present information about your Healing Touch Practice in the manner you choose to apply it and your role and development as a Healing Touch Practitioner. Many practitioners use it as a resource book for clients, potential clients or a potential employer. It also serves as a legacy of your dedication to the profession of healing work.

The timeline of the PPN can begin at any age and lead up to the present time. It is an individualized expression of your journey, philosophy and accomplishments as a professional.

The content should be oriented toward your development and it can be personalized as a creative expression of your personhood and practitioner-ship. It is not intended as a scrapbook or photo album, though practitioners may include photos, art and a creative design.

This project has been appreciated by students and practitioners since the inception of the HT educational program. Over the years, it can be updated and continually used as a sourcebook that can be developed and treasured.

Suggested optional items that can be included in the PPN

Professional photo, personal mission statement/philosophy, informed consent, copies of certificates, professional licenses, awards, letters of

recommendation, articles you have written about HT, articles about your work, samples of artwork or inspirational quotes that reflect who you are as a person/practitioner, client testimonials, flyers from presentations or community service projects, listing of published works and business materials (such as brochures, business cards or key pages from a website).

Photos of significant persons related to one's personal life or HT journey such as family, friends, HT class photos, instructors, mentor(s), mentorship groups and/or HT clinic group photo.

Required items to be included in the PPN

- Copy of Level 1 thru 4 Healing Touch Program course certificates
- Resume
- Photo

Considerations for your PPN ...

- A section on Educational Resources serves as a resource or promotional area. Items could include the HT Program Overview, Organization Chart, Curriculum Outline, HTP Code of Ethics and Scope of Practice Statement, along with research articles, Janet Mentgen's story, photos of HT instructors, selected articles from Energy Magazine, the HT Community Newsletter, information on the human energy system, and/or holistic health care, listing of health care facilities that incorporate Healing Touch, etcetera.
- A section on your Healing Touch Business/Practice serves to inform the public about your services. Items could include your flyer/brochure, business cards/stationary,

your informed consent form, thank you notes from clients.

- A section on other significant aspects of your life such as a parallel career or vocational path and highlights of it can be included.

Note: Documented client sessions and Level 5 homework assignments are not to be included in the Professional Profile Notebook.

2. Professional Resume

Submit a one to two page (maximum) resume prepared in a format consistent with professional resumes. The resume should include a HT or energy medicine focus. A third page is to be included that lists the HT coursework. (see NOTE) Additional courses in the field of energy medicine should be listed in the Related (energy) Education and Training category. All sections shall be listed in reverse chronological order (most current first). Acronyms used should be clearly specified in the explanation of training.

Example for category Professional Licensure, Trade School Completion and/or Certifications:
Colorado School for the Healing Arts, Licensed Massage Therapist (LMT) 700 hrs, 2010

Example for category Related (Energy) Education or Training:
Healing Touch Program, HT Practitioner Apprenticeship, HTP-A, Levels 1-4, 2014

Submission Guidelines:

Include the following categories in this order (as applicable):

- Formal Education (include school, locations, dates and degrees earned with acronyms)
- Work Experience (can abbreviate anything older than the last 10 years if applicable)
- Professional Licensure, Trade School Completions and/or Certifications
- Related (Energy) Education and/or Training (courses not yet resulting in certification/license) Explain acronyms and terms. (See example for HT training.)
- Professional Memberships/Affiliations (list first year of membership, such as 'HTPA from 2008')
- Accomplishments or Awards (year given or earned)
- Summary List of Published Works
- Other Related Interests (such as volunteer work related to health care, energy medicine, etc.)

NOTE: Level 5 students shall include a separate page that includes a list of Healing Touch courses attended. List the five core curriculum classes (HTP Levels 5-1) at the top of the page, including dates, instructors and locations. Include repeat classes. Additionally, below the HTP core curriculum classes, create a listing of any other Healing Touch classes attended, including your participation in any role beyond that of student (i.e., Helper, Coordinator). Include all Healing Touch additional classes that awarded CE certificates from Healing Touch Program and/or affiliate courses such as: *Advanced Practice 1 & 2, Introduction to Healing Touch, Principles of Hypnosis, Energy Medicine Specialists coursework, Energetic Counseling: Self Discovery &*

Interventions, and/or Anatomy for Healers. Also include class name/level, dates, instructor name and location (city/state or province/country) for all classes listed.

Additional coursework that you consider supportive of Healing Touch/Energy Medicine NOT fitting the requirements above, shall be listed on the resume (not on this additional separate sheet).

3. Evidence of HT Practice: Documentation of 100 Sessions

Provide 100 documented sessions of Healing Touch Curriculum Modalities plus 15 Intake Interviews from your client files on the original documentation form. You may have multiple sessions on a number of your clients. (100 sessions does not mean 100 clients.) These documented sessions will be reviewed by your Level 5 reviewer and returned to you during the class with written and verbal feedback.

Expectations of 100 documented sessions and 15 Intake Interviews

- Approximately seventy to eighty of the 100 sessions should be full length; forty-five minutes to one hour or longer. All of the sessions may be full length, if desired. Include at least 15 fully completed documented Intake Interviews on separate Intake Interview forms. Intake Interview and sessions for each client should be kept together.
- Approximately twenty to thirty of the 100 sessions may be shorter sessions (twenty to thirty minutes). Shorter session documentation must be sufficient

to demonstrate that you followed the 10 step Healing Touch Sequence.

- If desired, approximately five of the 100 sessions may be long distance, 2-on-1 treatments or working with animals.
- Documented sessions should be submitted on their original handwritten forms unless you type your sessions. Legibility is crucial for your Level 5 reader to understand your documentation and case management. If your handwriting is not easy to read, please submit typed copies. The Healing Touch Program website provides the required documentation sheets digitally in “flexible form,” meaning that you can type into the form without the format changing.

Standardized Form Information

As of January 2012, Level 4 students are required to use the Standardized HT Documentation Forms listed below. The Intake and Session Documentation forms were updated in March 2016. They are downloadable from the HTP website.

If there is a period of more than three years between Level 4 and 5, the student should bring at least 35 sessions completed in the last two years.

Form # 902 Intake Interview
Form # 930 Session Documentation
Form # 902d Digital Intake Interview
Form # 930d Digital Session Documentation

The same two Standardized Documentation Forms 902/930 titled “d Digital” are also available online for computerized documentation.

These forms are recommended for students with handwriting that is not easily read or for those who prefer computer documentation. The forms shown are flexible in that input can be done manually or by computer.

Documentation Information

- A **varied range of methods** are taught in the HT Program core curriculum Levels 1-4. Inclusion of all HT techniques should be reflected in your 100 sessions. Include samples of sequences learned at Levels 2 and 3.
- An Energy field and Chakra assessment should be documented for each session. Please refer to below section titled **Pre and Post Treatment Energetic Assessment**.
- Provide a **rationale** for each HT method utilized. If deviating from the normal sequence or method, provide a rationale of why you varied it and how.
- Remember “**less is (often) more.**” Do not “overdo” the number of methods administered in a session. Have faith in the power of only one or a few methods done with positive conscious intention and heart-centeredness versus applying as many methods as you can fit in a given amount of time.
- Be sure to include the **length of time** for each documented session.
- Assure the documentation copy is legible and that *abbreviations/acronyms* are defined so that your reader/reviewer understands your documentation fully.
- Include both **client feedback and practitioner observations/evaluation** under Step 9 (a and b) on the documentation sheet for sessions since January 2012.
- For submission at Level 5, cover the names of clients to **protect confidentiality**. (Various kinds of tape work well and can be removed after class without damaging the document).
- Multiple client sessions shall be **numbered/ordered** and kept together with their Intake Interviews.
- Students shall track which methods were used with the number of times on the **HT Techniques/Methods Worksheet***. This tool/log is provided in this section of the notebook and is also available on the HTP website under Student Support. (www.healingtouchprogram.com/student/Tech-iques.pdf).

*The HT Techniques/Methods Worksheet is a tool to help you tally the number of times you have incorporated each method and it will assist you, your mentor and instructor in determining your confidence level. It will help you and your mentor determine your level of progress and experience within the curriculum of HT methods and sequences. As you approach attendance at Level 5, be sure to note which techniques you have not practiced enough to feel confident and be sure to practice them on friends or colleagues before class. Each method should be checked

off on the worksheet at least several times, if not many. Nineteen of the methods are marked with an **asterisk** to show it as one of the essential core interventions that we expect Level 5 students to feel confident with before graduating.

Pre and Post Treatment Energetic Assessment Information

Students have varying levels of expertise with the Pre and Post Treatment Energetic Assessments. A basic level of competence is expected for Level 5. It is not expected that the student provide in depth chakra and field readings unless this is part of her/his expertise and if s/he desires to elaborate in this area.

Chakra Assessment

The mentee should use a pendulum unless s/he is in a circumstance where its use is inappropriate, in which case, this should be explained. If a student is able to determine chakra spin with the use of her/his hands, this should also be stated.

Documentation on the state of each of the major chakras as either open (clockwise) or compromised (direction other than clockwise) is required as basic information for the energy assessment.

Optional: If the size/diameter of one or more of the chakras is notable, particularly if it is very different from the others, this should be noted as a further level of observation. The same is true for speed of the spin, that is, if one or more chakras are spinning at a notably different rate than the others.

Field Assessment

Based on whether or not a mentee has hand sensitivity, the assessment of the field will vary. Mentees who are kinesthetic also vary in the degree to

which they have this capability. Assess the field up to the level of ability. Apprentices shall describe their kinesthetic awareness of the sensations noted within the field including the locations of sensations. Describing the shape of the outer edge of the field can also be helpful. Some students are able to discern differences in the various levels of the field and can describe their experience in a way that provides an energetic picture of the state of the energy body.

Students who are not kinesthetic or who are limited in this ability should inform their instructor/reader in writing so they can be aware of this while reading your work. Apprentices may use the pendulum as part of their energy assessment for both the chakras and the shape of the outer field if desired. Assessment data is also received through other practitioner skills including observation, client sharing and intuition.

Guidelines for Organizing your Documented Sessions for Level 5

The HTCP readers do not expect perfect documentation, but adequate skills, knowing that over time, this skill improves. Improvement of documentation skills since Level 4 is also noted and credited. Documentation is a skill and an art that will become refined over time based on your unique qualities as a practitioner.

Please use the following guidelines in organizing your documented client sessions for the Level 5 class.

1. Place the **Techniques/Methods Worksheet** as the top sheet in front of all your sessions and intakes. It should include a score of your confidence level for each method. Lack of a

1. high confidence rating is an indication to you and your mentor which methods you should focus on practicing before moving toward certification. For lower confidence methods, describe your plan for increasing your confidence before graduation and/or applying for certification. This plan should also be discussed with your HTCP Level 5 reader and instructor.
2. **Place all multiple sessions from any individual client together**, including the Intake Interview Form. Number the session order of your clients seen more than once. After the Intake Form, place most recent client visit, followed by additional sessions in reverse chronological order. (To assure multiple client session documents remain together, consider a folder, stapling them, or use of a paper clip.)
3. **Single sessions** (clients only seen one time) can be placed together in one section. Place the most recent documentation forms first.
4. From your 100 documented sessions, **choose ten that represent your current level of HT practice and documentation skills**. These should reflect your ability to use a variety of methods and sequences. Mark these 10 documentation sheets by attaching a colored tab: all 10 with the same color. (These tabs are available at an office supply store. Do not use sticky notes because they easily fall off.)
5. Similarly, identify **15 Intake Interviews** with a different colored tab than the 10 documentation sheets. (All with the same color.) Remember to keep them with the client sessions for same client.



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Healing Touch Techniques/Methods Worksheet

This worksheet is a tool for Apprentices to track the number of times you have administered all the HT techniques/methods taught in HTP core curriculum. Before attending Level 5, Apprentices should be sure to practice all the *CORE methods MANY times to develop confidence (10 or more). If you administer a method for “practice sake” (example: Migraine headache technique because you didn’t have any clients with migraines), you can state that as your rationale for treatment. Rate your confidence level ranking from 1-5 (1=low to 5=high).

Name _____

Level 1 Techniques	Total	How Confident?
*Magnetic Passes: Hands in Motion (HIM) & Hands Still (HS) done together as an intervention		
*Magnetic Passes: (done separately)	////////////////////	////////////////////
Hands In Motion		
Hands Still		
*Magnetic Clearing		
*Chakra Connection		
Pain Management: //////////////////	////////////////////	////////////////////
*Ultra Sound		
*Laser		
*Pain Drain		
Pain Ridge		
Sealing a Wound		
Headache Techniques: //////////////////	////////////////////	////////////////////
Tension Headache		
Sinus Headache		
Head Trauma		
Migraine Headache/Pain Spike		
*Chakra Spread		
*Mind Clearing (original)		
Scudder Technique		

Level 2 Techniques	Total	How Confident?
*Spiral Meditation – open/reverse		
*Back Methods: //////////////////	////////////////////	////////////////////
Lower Body Connect		
Opening Spinal Energy Flow		
Vertebral Spiral Technique		

Level 2 Techniques continued	Total	How Confident?
Hopi Back Technique (4 steps)		
*CC with Body Centered Interview		
Modified Mind Clearing		

Level 3 Techniques	Total	How Confident?
*Chelation of 1 st Four Levels (preceded by Hara Alignment Meditation)		
*Spinal Cleansing (2 steps x a minimum of 3 rounds)		
*Additional Deep Cleansing Methods ////////////////////////////////////	////////////////////////////////////	////////////////////////////////////
Sandwich		
Double Hand (cone)		
Scooping		
Fifth Level Interventions ////////////////////////////////////	////////////////////////////////////	////////////////////////////////////
Spiritual Surgery		
*Ethereic Template Clearing		
*Lymphatic Clearing		
*6 th Level Intervention		
*7 th Level Intervention		

Level 4 Techniques	Total	How Confident?
*Full Body Connection		
*Ethereic Vitality		

Notes:
 *Asterisk noted items are interventions we consider essential core methods that are critical for understanding HT practitionership. Please come to Level 5 having practiced all the HT methods sufficiently to feel confident. Techniques beyond the 100 required sessions should also be added on this sheet, even if they are from undocumented HT mini or full-length sessions.

Please describe your plan of how you intend to increase your confidence level for any methods rated lower than a four. In addition, discuss this with your Level 5 HTCP reader and instructor.

4. Self-Care Healing Modalities

Provide reports for 10 different Self-Care Healing modalities experienced from various holistic health care professionals. These experiences shall take place between Level 4 and 5 and are to be 1:1 therapeutic sessions, rather than group work, a class or educational experience. Session length should be at least thirty minutes. If you are seeing a practitioner for a series of sessions, describe one session in detail while acknowledging that you received a series of sessions.

The benefits of this assignment are fourfold:

1. Receiving Healing Modalities/Therapies instills the importance of **self-care** in the HTP Apprentice.
2. Receiving ten different modalities provides a rich personal **first-hand experience** of various approaches for self-care rather than merely reading about it or hearing about it second hand.
3. HTP-Apprentices will be able to **experience how a practitioner administers care in comparison to oneself as a Healing Touch practitioner**. Students will be able to evaluate their services from a holistic and professional perspective.
4. Apprentices have an opportunity to build or enhance their personal **network** of local holistic practitioners to which they can refer clients. In cases where the student arranges a “trade” in order for the practitioner to experience Healing Touch, the apprentice may receive future **referrals** for Healing Touch services.

Examples of Acceptable Modalities: Acupuncture, Massage, Cranio-Sacral, Reiki, Aura Reading, Homeopathy, Flower Remedies, Aromatherapy, Tarot Reading, Ayurvedic, Personal Astrology Reading, Spiritual Direction or Life Coaching, Polarity Therapy, Color Therapy, Music Therapy, Psychic Reading, Shamanic Journey, etc.

Chiropractic work, counseling and psychotherapy are acceptable, however the written report must include information regarding their energetic or holistic orientation to practice. One Healing Touch session may also be included.

Students are requested to seek out ten practitioners rather than seeing one practitioner for two or three different modalities. In some rural locations, it may be that an apprentice does not have reasonable access to a large number of alternative/complementary practitioners. In that case, they may seek two self-care treatments from a few different practitioners. In these cases, the student shall make a note to the Level 5 instructor about the regional circumstances.

Sometimes, students travel and have an opportunity or need to experience self-care while away from home. Other areas of the country or world may also offer unique opportunities to experience a local or cultural type of healing experiences. Apprentices may include two or three of these experiences as part of their homework packet.

The practitioner should have full credentials in the modality utilized or be an advanced student. With modalities where practitioners do not receive official credentials (such as in Shamanism or Tarot Card Reading), years of experience or community recognition of the practitioner may be specified as the credential. State what makes this

practitioner an expert in the field.

Directions for writing up this assignment

This is a two-part report, which includes:

1. A **summary listing** of the self-care experiences with the name of the modality, practitioner's name, date of experience and length of sessions.

Provide a summary listing of the 10 Self-Care Healing Modalities experienced, including:

- Name of Modality
- Name of Practitioner
- Date Received
- Length of Session

2. A **reflective summary for each experience.**

Provide approximately **1/2 to 3/4 single spaced page reflective summary for each experience**. Each of the ten reflective summaries should include the following information:

- Name of Modality, and date received, length and location of session.
- Practitioner Credentials must be listed. Include practitioner's name, address, phone number and e-mail. Briefly explain the credentials or experience level of practitioner, if no formal credentials have been earned for this modality.
- Brief definition and/or theory behind how this modality works to promote health/healing (one to two sentences).
- Your experience related to receiving the treatment along with reflective statements. This summary is an evaluation of your experience from a holistic perspective, addressing the following questions to

the extent applicable:

- a. Respecting that practitioners from different modalities practice differently from Healing Touch, did the practitioner explain the modality or the steps of the session?
- b. Did the practitioner use any type of informed consent? (verbal or written)
- c. How did the practitioner build a trusting client relationship, or fail to do so? Do you feel that the practitioner empowered you through discussion, choices, explanations or education?
- d. Was this treatment effective for your healing and/or self-care?
- e. What did you learn about yourself through this person/modality that influences the way you plan to work in your practice?
- f. Would you recommend this practitioner/modality? Why/why not?

What makes a modality or a session holistic?

What makes a modality or practitioner holistic is not the fact that a certain therapy is considered non-traditional (not mainstream), but that the practitioner claims to acknowledge and attend to the body-mind-spirit aspects of recipients. Therefore, just because one receives a complementary/integrative or natural therapy is no guarantee that the holistic dimensions of a person are actually addressed.

This is an opportunity to evaluate the modality compared to the holistic approach stressed in the Healing Touch Program.

Through this assignment, students will hopefully

feel inspired, educated and empowered in understanding various approaches to health and healing. Conversely, some apprentices will have experiences of modalities they would not recommend to others or they may experience treatment in ways they would “not” treat a client themselves. We learn from both positive and negative role models!

5. Educational Resources

Personal reflective summaries of seven books are required, one representing each of the following categories:

- Healing Touch
- Energy Medicine/Holistic Health Care
- Quantum Physics
- Spiritual Development
- Journaling
- Professional Development
- Ethics: Required text: Creating Healing Relationships: Professional Standards for Energy Therapy Practitioners by Dorothea Hover-Kramer (2011). (available from the HT Program Bookstore - www.healing-touchprogram.com/shop/ht-bookstore)
Note: Applicants from other countries who do not have access to this book in their native language may submit a different book on ethics.

Health is not only to be well, but to use well every power we have.

– Florence Nightengale, 1893, Founder of Modern Nursing

Apprentices may read a book of their choice for the first six categories. The seventh category requires a specific book as indicated above.

Include a single spaced, (approximately 250 words or ½ page) reflective summary for each book. Include the following:

Full title, author, date of publication, publisher, city of publication and the category you are placing your book into. Some books can fit into more than one category; it is the theme or points you emphasize that will help you determine the category.

Your summary should include a description of one or more of the ideas/theories/information presented with your personal reflective statements. Points to include: Consider if the information was useful/sound to you. Can it be incorporated into your self-care or applied to your Healing Touch practice? How did this book stimulate your interest and influence you as a person or practitioner?

Note: **This assignment is NOT a book report, but a summary of your personal reflections** on how this text influenced you as a person and practitioner. Please remember to keep bringing it back to “you” and “keep it personal.” An indication of the extent to which you create this as a personal reflection, includes words such as “me, mine, my, I, myself.”

*Students with reading or visual challenges may use audio-books in place of reading.

6. Supervised Mentorship Experience

All students are required to have a Qualified Mentor (QM) as part of their mentorship experience.

rience as of January 1, 2011. (*The original model of mentorship in the HT Program required inclusion of a nurse.*)

Some students will have a QM only while others will have a Healing Touch Certified Practitioner (HTCP) mentor and be working with a supervising QM. Different models of mentorship are possible.

To receive maximum benefit, the student should be with a Qualified Mentor (QM) for least 6 months (out of expected 12 months) prior to attending Level 5.

Students attending Level 5 who have not completed the full year of mentorship agree to maintain an active mentorship for a full year. Continuing this relationship through certification application is expected.

Any time after completion of Level 4, the HT Practitioner Apprentice may arrange a formal mentorship to support the journey toward Level 5 Graduation and HT Certification. Once the relationship is agreed upon, it shall be put into writing in the form of a contract. Samples of mentor-mentee contracts are offered in this section of the notebook and may be individualized as desired.

It is strongly encouraged that you find a mentor at your earliest opportunity to allow you full access to this valuable personal and professional support.

Within mentorships that include a supervising QM, the mentee and HTCP mentor will negotiate the nature of the role of the QM in terms of her/his supportive role(s) to the HTCP and mentee. The student is referred to the QM policy on the HT Program website www.healingtouchpro-

[gram.com/resources/mentorship/mentorship-definitions](http://www.healingtouchpro-gram.com/resources/mentorship/mentorship-definitions) to be fully informed of the distinction between Qualified Mentors and HTCP mentors who do not hold the QM designation.

A group mentorship is acceptable and provides a valuable support system to HT practitioner student's apprentices. In addition to group mentorship experiences, the mentees will have individual contact with the mentor on a regular basis by phone or email, based on their mentorship contract agreements.

Listing of Qualified Mentors and HTCP Mentors

A list of the names of QMs is available on the HT Program website. (www.HTPractitioner.com)

Fee for Service by Some QMs

Qualified Mentors choose to offer their services on a volunteer or fee-for-service basis. This information can be obtained by referring to the QM listing on the HTP website or discussing contract points with your potential mentor/s.

Contact requirements

Monthly contacts are required between mentor and student and can include a variety of phone, e-mail or in-person meetings. The student shall track monthly contacts and topics covered. For Level 5, the mentor must observe the mentee (student) administering a HT session, or the student must administer a HT session to the mentor.

For Level 5 homework, the HT Practitioner Apprentice submits:

1. A **narrative progress report*** of the mentorship experience to date. The report should be approximately one-half to one page single-spaced and include:
 - Name, credentials, address and phone

number of your QM, or your HTCP and QM

- A summary of your working relationship including number of in-person meetings and email and phone contacts. Include the starting date of mentorship.
- Statement about your mentor observing you administering a HT session or report of giving your mentor a HT session. Reflective statement of your experience and growth through this mentorship relationship.
- Response to the question: Is your mentorship meeting your needs or are you experiencing any challenges? If so, what steps can you take to receive what you need from a mentorship experience?

*A narrative progress report includes no bulleting, numbering or mentorship log sheets.

2. A **brief paragraph** from your mentor identifying your strengths and any area of development needed as you continue to work toward program completion and certification. This paragraph can be attached to your narrative progress report. (An e-mail statement/paragraph sent to you by your mentor is acceptable). If you have two mentors, either one may provide the statement.

Mentorship Guidelines

Note the **different requirement for Course Completion versus Certification:**

- For Level 5, the mentorship requirement is a minimum of an active mentorship for at least 6 months with the expectation that the student completes a year of mentorship following Level 4, as agreed upon in

mentorship contract.

- For HT Certification, the mentorship requirement period following Level 4 is one full documented year, completed before the application can be submitted.
- Students who take a longer path to Level 5 and/or certification have a correspondingly longer mentorship relationship as well. While many students plan and complete a year-long apprenticeship, some students may take two to several years to complete this process.

For Level 5: At least one mentor observation of the mentee (student) providing a HT session to another is part of the mentorship requirement. This may be accomplished through a HT clinic, practice session, or dedicated meeting. An option is that the mentee (student) can administer a HT session to the mentor.

For Certification: Two observations by the mentor of the mentee (student) are required. The mentee (student) is also required to give the mentor one HT session.

Your mentor may live locally or at a distance.

Those students with a long distance mentor need to arrange one or more in-person meetings with the mentor, or arrange an agreed-upon "proxy" HTCP mentor who can have enough direct contact (one or more meetings) with the apprentice to determine the student's progress and skill level. The proxy may receive a treatment and observe the treatments given by the mentee in situations where direct contact is not possible for the QM mentor. In such cases, the proxy and mentor will communicate about the experience (before and after) so that the official mentor can feel confident in recommending the mentee for Level 5 atten-

dance. A written report describing the session observations or receipt of a treatment by a proxy HTCP may be included in the Level 5 homework. *Note:* The mentor and mentee may choose to explore Skyping as a way to meet this requirement.

Changing Your Mentor

When a mentorship is not meeting the needs and conditions agreed upon in the written contract, either party may ask to modify it or choose to end the relationship. A change in mentorship is not frowned upon within the HT Program and may be an opportunity for welcome change and new growth. If needed, the mentee may contact the Lead Mentor to discuss challenges with the mentorship (mentorship@HealingTouchProgram.com). If mediation was a necessary part of the change in mentors, this can be described in your documented evaluation of the mentorship experience.

The mentor in the relationship that is ending with the student is asked to provide a letter to the mentee verifying the length and nature of the mentorship leading up to that time, including what progress has been made. This letter can be used for the HT Certification application. It is not needed for Level 5 attendance.

Note: In cases where a letter by the first Mentor is not possible, the new mentor should be able to determine a mentee's readiness for completion of the Healing Touch Program™. This policy will be accepted by the Level 5 Instructor with explanation of circumstances in the mentorship report.

While the above policy is accepted for Level 5, it is expected that the applicant follow guidelines for mentorship in the Certification Application to assure a full calendar year is documented and verified. The applicant is required to explain special

circumstances in their application for determination by the Certification Board.

Extension of Mentorship

Mentorships may be extended as long as needed, based on life circumstances and the amount of time needed by a student to progress from Level 4 to Level 5. In some cases, students experience life situations that require a temporary hiatus or slowing down of course completion activities. Students and mentors may renegotiate their relationship at any time and rewrite their contracts as necessary.

Application for Certification Time Limit after Completing Level 5

Following completion of Level 5, the HT Program course graduate can refer to the current Certification application for this requirement.

7. Community Project and Networking/Support Activity Report

This is a **2-part report**.

A. Community Project

Include a ½ page single spaced report of any Healing Touch community project you have participated in as a Healing Touch Practitioner Apprentice. This may include HT presentations such as an introduction class you have taught, health fairs you have participated in (including if you helped organize them), or other community events where HT was part of the offerings. Only one community project is required though some apprentices participate in several. Only one is necessary to describe in detail. If additional projects have been completed, they can be summarized.

Include the following:

- The date and description of the project

- How have you shared Healing Touch with a new group or environment, or made it more visible and accessible?
- How has this project stretched you beyond your comfort level personally or professionally?
- How has this community outreach fostered personal growth, self-confidence and a sense of serving one's community?

Serving as a helper at a HT class is not considered a community project for this requirement.

Janet Mentgen's desire was that Healing Touch (HT) becomes a "household word" (that is, a practice or remedy available in every home, hospital, school and healthcare facility). It is a dream that all HT students and practitioners can help fulfill. She knew that educating people about Healing Touch was an important way of making HT visible and accessible in any setting, whether it is in a local neighborhood, professional networking/support group or health care facility.

Because community outreach is such an important part of increasing awareness of the beauty and effectiveness of this modality, Janet created the Community Project as a requirement for Healing Touch Program (HTP) graduation. This experience provides students an opportunity to participate in community outreach in a way that matches one's personal and professional interests. **It is intended as a way to "stretch" beyond one's comfort level by practicing "sharing" HT with people one might otherwise not be interacting with.** Because the student has many choices as to how to meet this requirement, s/he can choose to participate in whatever level of outreach that s/he feels will foster personal growth, self-confidence and a sense of serving one's community.

B. Networking and Support Group Activity

Include a ½ page single-spaced report of your involvement/activity with networking and support groups. This can include activities such as study groups, HT mentorship groups, HT clinics other energy medicine groups, or spiritually-oriented or holistic health care activities that provide you with opportunities to network with professional peers and receive support. Serving as a helper for HT classes can also be considered a networking and support group activity. Participation in a networking support group activity can be ongoing, occasional, or one-time events.

Each part of this 2-part report should include a statement about the personal value of these activities during your apprenticeship period.

8. Evidence of Healing Touch Practice – Case Study

The Case Study Process should be the foundation for a sound practice related to the delivery of your Healing Touch services.

- Mary Ann Geoffrey, HT Program Elder

This is your opportunity as a HT student to tell the clinical story of how you worked with a client over several sessions. You are asked to provide a case study of in-depth work with an individual client which demonstrates your:

- a. Professionalism and Caring
- b. Ability to practice safely within the HTP Code of Ethics and Scope of Practice Statement
- c. Knowledge of the HT Program curriculum and theory
- d. Ability to assess needs of client and set appropriate goals and intentions for healing

- e. Ability to provide effective energetic interventions to promote healing
- f. Ability to competently manage a case, including discharge planning and use of referrals
- g. ability to articulate your case management experience clearly and succinctly in writing

Case Study Examples are available on the HTP website at www.healingtouchprogram.com/content_assets/docs/current/Case-Study-Examples-for-web.pdf

Good Case Management

- Provides an organized process for delivery of your energy based health care services
- Is based on establishing a trusting practitioner-client relationship and effective communication as a basis for providing quality care
- Integrates an effective and safe practice of Healing Touch services
- Demonstrates your caring relationship with clients

Case Study Requirements

Prepare a Case Study addressing **four to five sessions** with a client. You may meet more than the required four to five sessions based on needs and agreement with client, but you only need to write up a maximum of five visits. Additional visits can be summarized. Long Distance sessions may not be used in the four to five sessions addressed, however, may be included in summarized sessions.

If your case study client is not acutely or severely ill at the time you begin your sessions, it is suggested you consider agreeing to meet every 1 to 2 weeks

for 5 visits so you can follow your client's progress. However there are situations where meeting more or less often is optimal. In circumstances where your client is hospitalized for surgery or medical illness, daily or every few day sessions would be appropriate. Meeting less often might be appropriate for spiritual goals that allow for a client to integrate changes between appointments.

One of the purposes of the case study is to highlight your ability to assess the needs of a client along with a recommendation for frequency of sessions.

Note: HT Certification (HTC) requirements for HT practitioner applications regarding amount of time between sessions are different than for Level 5 homework. HTC allows visits to be up to four weeks apart.

Guidelines for writing your case study narrative story

The Case Study should be **10 numbered pages**, double-spaced and written in a narrative format. Use a plain type such as Arial, in font size 11 or 12 for ease of reading. Use bold, indent, underline or italics as needed for easy readability. For confidentiality, use client initials only or create false initials. (It is preferred that you refer to the client by these initials, rather than constantly repeating the word 'client').

The Case Study narrative shall include:

- Location, date and length of each reported session.
- Salient aspects of the Intake Interview and a description of four to five individual client sessions with relevant client updates.

(In cases of many sessions, please include a short bridging statement, so all sessions are accounted for.)

- All ten steps of the HT Sequence. The first five steps may be described in whatever order feels most natural and flowing.
 1. Intake or Update
 2. Health Issues (Required statement, with scales if used)
 3. Mutual Goals/Intentions for Healing (short/long term as appropriate)
 4. Pre Treatment Energetic Assessment
 5. Practitioner Preparation (how you Center, Ground and Attune to client)
 6. Healing Touch Interventions and rationale for selection of each method
 7. Post-Treatment Energetic Assessment
 8. Ground (a.) and Release (b.) description of grounding and release of energetic connection with client. This process can be described the first time and then referred to for subsequent sessions as the same or similar
 9. Client Feedback and Practitioner Evaluation
 10. Plan (examples: how client is being empowered, agreed upon self-care, client education plan, referral, next appointment, etc.)
 - Changes in symptoms or health issues from first session until final session (examples: pain level, range of motion, activity tolerance levels, wound healing, change in anxiety or other uncomfortable emotions, changes in thought patterns or self-talk, changes in behavior).
2. Describe observed energetic patterns such as:
 - Specific chakras that were repeatedly compromised
 - Biofield patterns or sensations related to specific body systems or locations
 - Notable energy centers and field changes from first session
 3. Describe level of client's involvement in self-care and plan of care and how it influenced the outcome.
 4. Describe Discharge Planning or Plan for continued care.

As You Conclude Your Case Study...

1. If you are discharging your client, include pertinent statements such as any continued client self-care plans toward health maintenance, recommendations, referrals etc.
2. If you plan to continue working with the client, include statements regarding plans for continued care and other pertinent information.

Final Evaluation and Summary

This is a summary statement added to the end of your case study to provide an overview of progress from beginning to end.

1. Summarize how health issues and treatment goals were met or changed over time to meet client needs.

Referral Statement: A referral statement **must be included** in your case study. Were referrals required during the course of the case study? What were the referrals? If referrals were not necessary, state the reasons.

For Level 5 Homework Course Completion

- Bring a copy of your completed case study for your presentation in a small group setting for peer review
- Bring three additional copies of the case study to share with your peer group. They will be following along as you read it in small group.
- Total = Bring four copies of your case study

At Level 5, students present/read their case study to a small peer group for beneficial feedback and refinement to assure all case study criteria are met.* In addition, two or three students will have the opportunity to present their case study to the entire Level 5 class and the instructor for further review and feedback.

*Case Study Certification requirements can be found in the Certification Application which is available on the HT Program website (www.healingtouchprogram.com/certification/practitioner/practitioner-certification).

Helpful Hints in Preparing for your Case Study

Experience and practice are very important. Completing approximately 50 documented sessions before beginning the case study may provide you with enough experience to give you confidence in creating your study.

Consider the following:

- Are you documenting all 10 steps of the HT sequence to the satisfaction of you and your mentor?
- Do you understand what each of the methods/sequences is used for?

- Are you experiencing growing confidence in your ability to work with a client as a caring professional?

Select a client you have seen several times and write a practice case study. Find out where you feel challenged and where you are meeting the criteria. As you develop your confidence with experience, open yourself to identifying a client who would provide you with a good case study experience.

Common client health issues that have been addressed in HT Case Studies:

- Stress, fatigue, emotional or mental distress
- Pain, headaches, insomnia
- Pre and post-surgery, fractures, major dental work
- Rehabilitation Therapy
- Symptoms related to radiation/chemotherapy
- Management of Chronic Illness and Pain
- Recent or past trauma
- Distress due to loss of job, divorce or death in family
- End of life care/support, Grief and Mourning
- Chronic Fatigue
- Auto-Immune Disorders
- Weight Loss and Overall Health Improvement
- Spiritual Support/Growth

Before you Start!

Once you identify a potential client, be sure to document your Intake Interview and HT sessions in a comprehensive manner. It is best to start out with more written material than needed rather than find

yourself down the line missing information which would help you write a complete case study.

Some students prefer to ask their clients permission to be their case study. It is up to the discretion of the student, as all written material shall be conveyed in such a way to protect client confidentiality. If this feels right to you, it is suggested as a starting point to determine if the client is able to meet with you four to five times with no more than approximately two weeks between sessions? Will you or the client be traveling and unavailable? If the plan is to meet at least every two weeks but later one or two of the sessions becomes delayed due to circumstances, be sure to explain this in your case study.

An example of meeting with a client with sessions in close succession would be working with a client pre and post-surgery. An appointment would be made to work with client prior to surgery to balance the field, and prepare emotionally, mentally and/or spiritually, and again soon after surgery to address pain management and promotion of healing. The frequency of post-surgical appointments would be determined by individual circumstances.

An example of meeting less often might include working with a client who has spiritual goals and wants time between sessions for contemplation, self-care or other related activities.

Why does the HT Program suggest that Case Study sessions be no more than two weeks apart?

It is difficult to manage a case and client outcomes if you are meeting months apart. A Case Study provides the practitioner experience in “managing” a case. Waiting for a client to show up whenever s/he wants HT does not give a practitioner

experience in managing and planning a case.

While four to five client sessions are required for the Case Study requirement for both Level 5 homework and HT Certification, the practitioner may meet more often with the client. Additional client sessions shall be summarized. A large number of client appointments can be challenging to summarize and to observe client outcomes.

May I use an immediate family member for my Case Study?

Part of what you are hoping to demonstrate to your peers and instructor at Level 5 is your ability to act in the role of health care professional as an energy medicine practitioner. Through the written word, you are demonstrating to the reader that you maintained healthy energetic boundaries. While most HT practitioners administer HT to their friends and family, it can be challenging to demonstrate your professionalism in a written Case Study with a close family member because of the apparent emotional involvement. While appropriate energetic boundaries can be maintained when working with a family member, it can be more challenging to make this clear in a written Case Study. For this reason, and to provide the student with the best opportunity possible to demonstrate professionalism, Case Studies shall be done on persons not in the immediate family circle.

Resources on Case Studies:

Article: “Healing Touch Program Case Management” on page 92 of this notebook and also on the website at www.healingtouchprogram.com/content_assets/student/case_mngmt_article.pdf.

Examples of well written Case Studies are available in the student resource area of the website for review. Students are recommended to review and discuss online case studies with mentors and peers for learning purposes. www.healingtouchprogram.com/content_assets/docs/current/Case-Study-Examples-for-web.pdf

Article: *"Hints for Documenting Healing Touch Sessions"* by Cynthia Hutchison, Program Director (www.healingtouchprogram.com/content_assets/student/hintsdoc.pdf). Also on page 39 of this notebook.

Text: Hover-Kramer, Dorothea. (2011). Creating Healing Relationships: Professional Standards for Energy Therapy Practitioners. Santa Rosa, CA: Energy Psychology Press.