TOUCH TRAINING FOR SE THERAPISTS
Course Outline

The curriculum for this course follows the principles of Emergent Design. That is, the course outline serves as a framework for the class – the actual course content emerges from the learning needs and interests of the participants. The material listed in the outline will be covered, but not necessarily in the order or context presented. In addition, other course material may be added as it arises from the group learning process.

The term “touch” as used in this course covers a wide range of possible types of contact and interventions. On one end of the touch spectrum is actual physical touch, with the practitioner making contact with different regions of the client’s body, with different types of tissues, and with different types of touch. On the other end of the touch spectrum is what might be called “touch awareness”: the practitioner is not physically touching the client, but is using a deepened body awareness to enhance their observation of the client’s change process. Some course participants may elect never to use physical touch with their clients. With that in mind, non-touch methods for using the material from this course will be presented when appropriate. Students who are not planning to use touch with their clients are still encouraged to participate in the touch-oriented class practices, as this will contribute greatly to their understanding of what they will observe later by other methods than touch.

Module 1 (Level 1: Module 1)

Introduction
Spectrum of touch – from “touch awareness” without physical touch, to physical contact
Bodywork vs. body-oriented contact
Intention of touch
Tactile skill development
Types of touch
Body systems

Scope of Practice
The use of touch and SE
The use of touch in psychotherapy
Legal and ethical considerations
Liaison with other professionals
Client education
Palpation Skills – Specific Body Systems
Skin
Muscle
Fascia
Bone
Fluids

SE Methods and Touch
Combining tracking and tactile monitoring
Monitoring activation via tracking and tactile contact
Presence and touch awareness
Movement of attention through body layers
Resourcing and bridging

Resilience, Building Capacity (Resourcing)
Review/preview of dorsal/ventral vagal response in digestive system
Enteric nervous system
Porges- polyvagal and its relationship to visceral support
Visceral contact and support (kidney/adrenal, brain stem, digestive system)

Incorporation into Individual Practice Settings

Specific SE Touch Practice
Scars/surgery
Physical injury
Stabilizing highly activated/dysregulated systems
Module 2 (Level 1: Module 2)

Review/Check-in
Q&A of previous material
Review of previous material

Sensory Development, Developmental Reflexes, and their Relationship to the Threat Response Cycle
Intro to sensory and reflex/response development

Developmental disturbances
- ANS self-regulation
- Self-protective reflexes
- Vestibular system
- Visual system
- Proprioceptive system
- Auditory system
- Tactile system

Assessment and repair of reflex disturbance
- Attention to space
- Assessment of how client manages own body and relationship to space
- Assessment of how client determines intention
- Time pressure – need ANS self-regulation to manage stimulation during times of threat
- Defensive responses
  - General
  - Specific to type of threat

Metaphor of Body Systems
Skin, muscle, bone, fascia, fluid

Alignment/Matrix – Practitioner
Practitioner’s focus of attention
Use of placement of focus, intention
Working with larger matrix of attention

Specific SE Touch Practice
Falls
High-velocity injury
Global High Intensity Activation and the threat response cycle
Module 3 (Level 2: Module 1)

**Review/Check-in**
Q&A of previous material
Review of previous material

**Alignment/Matrix – Client**
Client’s attention
Alignment and metaphor
Client’s matrix of attention

**Deepening of Capacity for Contact**
Tactile
Matrix
Attention

**Palpatory Literacy**
Tissue language: Understanding what is under your hands
Differentiating, finding similarities

Back through the layers: skin, muscle, fascia, bone, fluids
  Relationship between different systems
  Working with coherence in system relationships
  Restoration of coherence through all layers

Tracking more subtle traumatic stress cycles in the tissues

**Titration and Pendulation in Physical Forms**

**Keystone Systems**
Tracking shock reverberations: local to global; global to local
Trauma structures: unraveling intertwined threads of traumatic patterning
Identifying where traumatic patterning is most deeply held; where are deepest capacities

**Specific SE Touch Practice**
Fluids – poisoning, developmental disturbance
Global High Intensity
Physical Injury
Review/Check-in
Q&A of previous material
Review of previous material

Visceral Systems and Deep Shock
Endocrine system structures (glandular)
Immune system structures
Digestive system
Reproductive system

Membrane Dynamics
Mediastinum
Cranial diaphragm
Pelvic diaphragm

Touching Attitude in Tissues

Touching Chemistry of Traumatic Stress

Pulling it all Together
Which method
Which body structure
How and where to start

Case Management
Indicators of progress within various systems
Timeframes
Referrals

Specific SE Touch Practice
Early trauma/early shock states
Syndromes
Global trauma
TOUCH TRAINING FOR PSYCHOTHERAPISTS
REFERENCES

ANATOMY

Atlas of Human Anatomy, Frank Netter


Job’s Body, a Handbook for Bodywork, Deane Juhan, Station Hill Press, 2000

Video Atlas of Human Anatomy, Robert D. Acland, Lippincott Williams & Wilkins, 1999-2003

TOUCH AND PSYCHOTHERAPY
Recommended Reading:


Additional Reading:

The Educated Heart; Professional Guidelines for Massage Therapists, Bodyworkers and Movement Teachers; Nina McIntosh, Dacatur Bainbridge Press, Philadelphia, 1999.

At Personal Risk; Boundary Violations in Professional-client Relationships; Marilyn R. Peterson, W.W. Norton & Co., New York, 1992

Touch in Psychotherapy; Theory, Research, and Practice; Edited by Edward W.L. Smith, et. al., The Guilford Press, New York, 1998


“The Use of Touch in Psychotherapy: Theoretical and Ethical Considerations”, Ian McNaughton, from Minding the Body; Embodying the Mind