

# THE REFLECTIVE PROCESS IN THERAPEUTIC TOUCH AT A DISTANCE

DENISE COPPA, PHD, FAAN, QTTT

# OBJECTIVES

- **DESCRIBE THE IMPORTANCE OF REFLECTIVE PRACTICE FOR TEACHING THERAPEUTIC TOUCH AT A DISTANCE**
- **UNDERSTAND THE SIGNIFICANCE OF DIALOGUE AS A MEANS TO FINE TUNE REFLECTIVE PRACTICE**
- **INTRODUCE A REFLECTIVE PRACTICE TEACHING/ LEARNING MODEL AS A BASIS FOR JOURNALING IN A REMOTE ENVIRONMENT**

# *REFLECTION*

A FIXING OF THOUGHTS ON SOMETHING;  
CAREFUL CONSIDERATION



# Reflective Practice

- Learning through experience
- Gaining new insights and perceptions of self and practice
- Being mindful of self within or after an experience



# ORIGINS OF REFLECTIVE THINKING

**DEWEY** (1933): “THOUGHT... 2 MENTAL PROCESSES...”

- UNCONTROLLED COURSING OF IDEAS (“STREAMS”)
- FOCUSED THOUGHT PATTERNS, WHOSE PURPOSE IS TO “TRANSFORM A SITUATION... (WITH)...EXPERIENCED OBSCURITY, DOUBT, CONFLICT...OF SOME SORT, INTO SITUATION ... CLEAR, COHERENT, SETTLED, HARMONIOUS.”
- **REFLECTIVE THINKING** AROSE OUT OF SITUATION OF DOUBT, ETC...PROMPTING THE PERSON (TT PROVIDER ?) TO FIND “MATERIAL” TO SETTLE THE “PERPLEXITY”

# REFLEXIVE VS REFLECTIVE



**REFLECTIVE:** “THINKING”-COGNITION.  
LOOKING BACK ON OURSELVES, BEING SELF  
AWARE.

**REFLEXIVE:** ABILITY TO RECOGNIZE OUR OWN  
& SOCIAL/ CULTURAL CONTEXTS ON TYPE OF  
KNOWLEDGE WE CREATE. THIS PUTS “US” IN  
THE EQUATION

**REFLECTIVE PRACTICE:** INVOLVES  
BOTH THE THINKING/ANALYTIC  
PHASE OF PRACTICE AND THE  
SELF- AWARENESS.

*Schon, 1983*

# Reflective Practice Bridges our Present & Future

- Reduces the distance between 2 points
- Connector
  - People
  - Ideals
  - Vision
- Mindful Reflection
  - Connects our current experience with our vision of ourselves
  - Resolves conflicts between our current reality and our vision
  - Leads to higher order thinking skills



# Is Reflection Easy?

- Reflection takes time
- Creates a dialogue with self and peers
  - Finding the meaning within an experience
  - Understanding the knowledge applied in an experience
- Takes self discipline
- A process of discovery
- Evidence based inquiry

HANLEY, 2014





# What do we see in Reflection?



- **Initially**
  - What we have been told to expect
  - Conflicts between knowledge and experience
  - Superficial significance
- **Overtime**
  - Reveal deeper meaning
  - See the unexpected
  - Ways to resolve apparent conflicts
  - Deeper insights to integrate knowledge and experience

# REFLECTIVE THINKING IN TT PRACTICE

IN A PRACTICE SETTING: COMPARING, CONTRASTING PHENOMENA, RECOGNIZING PATTERNS, CATEGORIZING PERCEPTIONS, FRAMING CUES OBTAINED IN ACTUAL PRACTICE SETTINGS...

BY **USING SELF AWARENESS TO REFLECT *IN AND ON* PRACTICE IN ORDER TO CREATE MEANING AND UNDERSTANDING**



# VALUE OF REFLECTING ON/IN TT PRACTICE



- DESCRIPTION OF INDIVIDUAL INSTANCES OF TT PRACTICE TO DEVELOP/ AUGMENT KNOWLEDGE NECESSARY TO IMPROVE PRACTICE
- EMPIRICAL/ INTERPRETIVE APPROACH TO DEVELOP THE SCIENCE OF TT. WHAT SETS TT APART FROM OTHER ENERGY MODALITIES.
- RECOGNITION THAT PRACTICE = USE OF KNOWLEDGE AND GAINING OF NEW KNOWLEDGE
- THIS METHOD INVOLVES THE PRACTITIONER IN THE INQUIRY

# JOURNALING AS A MEANS TO FOSTER REFLECTION

- REFLECTIVE NARRATIVES ARE ESSENTIAL TO ENHANCE SELF-REFLECTION, DOCUMENTATION AND CLINICAL PRACTICE (INACSL,2021)
- WRITTEN NARRATIVES COMPLEMENT DISTANCE LEARNING EXPERIENCES, STIMULATING INTER-COGNITIVE THOUGHTS AMONG STUDENTS & WITH THE INSTRUCTOR, ESTABLISHING A FEEDBACK LOOP.
- ALLOWS THE INSTRUCTOR TO CONDUCT ORAL DEBRIEFING STREAMING FROM THE SHARING OF JOURNALS, TO SUPPORT REFLECTIVE THINKING & TO IMPROVE KNOWLEDGE GAPS IN TT UNDERSTANDING AND PRACTICE. WALSH, 2022

# JOURNALING ALLOWS REFLECTION IN THE REMOTE ENVIRONMENT

- HELPS STUDENTS TO PROCESS IDEAS, FORMULATE QUESTIONS & RETAIN INFORMATION
- HELPS INSTRUCTOR NURTURE CLASSROOM COMMUNITY & ENCOURAGES NON-THREATENING SELF EXPRESSION
- PROVIDE SPACE FOR PRIVATE REFLECTION BEFORE EXPRESSING IDEAS
- MAINTAINS CONTINUITY OF LEARNING AMONGST ALL TT LEARNING CATEGORIES, FROM FOUNDATIONS TO INNER PROCESSES
- IMPORTANT TO CHOOSE ONE MODEL FOR CONSISTENCY

# SCHON'S WORK

## Reflection-in-action

- Works on getting to the bottom of what is happening in the experiencer's processes, decision-making and feelings at the time of the event or interaction.

## Reflection-on-action

- Works of sifting over a previous event to take into account new information or theoretical perspectives available in conjunction with the experiencer's processes, feelings and actions.



# REFLECTING *IN* ACTION

- THE KNOW HOW IS “IN” THE ACTION - REVEALED IN THE WAY THE PERFORMER/ PRACTITIONER TAKES A TRIP ACROSS THE WIRE! MINOR ADJUSTMENTS. THE “FEEL” OF THE SITUATION CHANGES THE ACTION.
- NO AMOUNT OF “RULES OR PLANS” ENCOMPASS ALL THE “KNOWING” NECESSARY TO CARRY OUT THE ACT
- IN MUCH SPONTANEOUS BEHAVIOR OF SKILLFUL PRACTICE, THERE IS KIND OF KNOWING NOT FROM PRIOR INTELLECTUAL OPERATION
- “TACIT KNOWING” Polanyi, 1967

# REFLECTION ON ACTION



- RATHER THAN LINEAR APPLICATION OF THEORY TO PRACTICE, AS IS CONSIDERED TYPICAL IN PROFESSIONAL PRACTICE...

**PROFESSIONAL PRACTICE INVOLVES  
COMPLEX PROCESS OF JUGGLING OF  
SITUATIONAL DEMANDS, INTUITION,  
EXPERIENCES & KNOWLEDGE**

- ALLOWS (TT) PROVIDER TO DEVELOP KNOWLEDGE  
IN THE PUBLIC DOMAIN...**SHARED KNOWLEDGE**



# Reflection-on-Action Questions

- **Describe a clinical situation**
  - What was important in the situation?
  - What did I do?
  - What was my goal?
- **What were the consequences of my actions?**
  - What could have been the consequences if I had not acted?
- **What information did I have or not have in this situation?**
  - How will I use information in the future?
- **What could I have done differently in this situation?**
  - What could have been the consequences if I had acted differently?



## JOURNAL PROMPTS



Reflecting on knowledge  
or meaning gained  
through the experience

How might I respond more  
effectively given this situation  
again?

What would be the  
consequences of alternative  
actions for others and myself?

How do I now feel about this  
situation?

Am I able to support myself  
and others better as a  
consequence?

# MODELS TO GUIDE REFLECTIVE PRACTICE ACTIVITIES

ALL REFLECTIVE PRACTICE MODELS STIMULATE DEEPER THOUGHTS, BUT CRITICAL REFLECTION MODELS ENCOURAGE EXPLORATION OF THE ASSUMPTIONS THAT UNDERLIE SITUATIONS.

MILLER, 2020

## EXAMPLES OF OTHER MODELS

- GIBBS REFLECTIVE CYCLE (1988)
- KOLB REFLECTIVE CYCLE (1984)
- SCHON MODEL : reflection in/on action(1991)
- JOHN'S MODEL FOR STRUCTURED REFLECTION (2006)

# John's Model for Structured Reflection

REFLECTION ON ACTIONS REQUIRES CONSCIOUS EFFORT,  
BUT EVENTUALLY BECOMES AUTOMATIC, EVEN WHEN IN  
THE MIDDLE OF EXPERIENCING THE EVENT (JOHNS, 2000)

## Looking in

- Find a space to focus on self
- Pay attention to your thoughts and emotions
- Write down those thoughts and emotions that seem significant in realising desirable work.

## Looking out

- Write a description of the situation surrounding your thoughts and feelings.
- What issues seem significant?
- Aesthetics

What was I trying to achieve?

Why did I respond as I did?

What were the consequences of that for the patient/others/myself?

How were others feeling?

How did I know this?

- Personal

Why did I feel the way I did within this situation?

- Ethics

Did I act for the best? (ethical mapping)

- What factors (either embodied within me or embedded within the environment) were influencing me?

- Empirics

What knowledge did or could have informed me?

- Reflexivity

Does this situation connect with previous experiences?

How could I handle this situation better?

What would be the consequences of alternative actions for the patient/others/myself?

How do I now feel about this experience?

Can I support myself and others better as a consequence?

How available am I to work with patients/families and staff to help them meet their needs?

# Model of Structured Reflection-JOHNS (2000).

## PROMPTS

- Bring mind home (quiet the mind of distractions)
- Focus on description of an experience (use all senses)
- What issues were important?
- How was I feeling at the time?
- How were others feeling?
- What was I trying to achieve?
- Did I respond effectively?
- What were the consequences - for me  
- for my patient?
- What factors influenced my actions, feelings, responding in the situation?
- What knowledge informed me?
- What additional knowledge could have informed me?
- To what extent did I act for the best?
- How does this situation connect to previous experience?

# MODEL OF CRITICAL REFLECTIVE INQUIRY

(Kim, 1999)

- Derived from action science
- Focus on understanding nature and meaning of practice for students.
- Refines & improves practice through self-reflection & criticism, generating models of good practice through understanding
- Offers structured means of organizing a journal. Enables the instructor to provide comments that consider all student entries.
- Consistent with TT teaching categories

# CRITICAL THEORY

PROVIDES A DESCRIPTIVE TEMPLATE AND SET OF NORMS FOR INQUIRY INTO SOCIAL PROCESSES THAT WILL DECREASE DOMINATION & INCREASE FREEDOM.

- OUTCOMES ARE EMANICIPATORY
- CLINICAL PRACTICE VIEWED AS A FORM OF SOCIAL LIFE, WHERE DOMINATION (IN ALL FORMS), MISUNDERSTANDINGS & DISTORTIONS OF REALITY ARE POSSIBLE.
- ANY STUDY OF PRACTICE MUST HAVE EMANCIPATORY PROJECT...TO “FREE” PRACTICE FROM DOMINATION
- USES NARRATIVE TO REINFORM THE NEW PRACTICE SITUATION

CURTIN, ET AL, 2015

# CRITICAL REFLECTIVE INQUIRY

## *Process (3 PHASES)*

### *DESCRIPTIVE PHASE:*

- Descriptions of practice events (actions, thoughts & feelings)
- Examination of descriptions for genuineness & comprehensiveness

### PRODUCT

- DESCRIPTIVE NARRATIVE
- ANALYSIS AND REVIEW



	<b>DESCRIPTIVE PHASE</b>	<b>REFLECTIVE PHASE</b>	<b>CRITICAL/EMANCIPATORY PHASE</b>
<b>PROCESSES</b>	<ul style="list-style-type: none"> <li>• Descriptions of practice events (actions, thoughts &amp; feelings)</li> <li>• Examination of descriptions for genuineness &amp; comprehensiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective analysis against espoused theories (scientific, ethical &amp; aesthetic)</li> <li>• Reflective analysis of situation</li> <li>• Reflective analysis of intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Critique of practice regarding conflicts, distortions &amp; inconsistencies</li> <li>• Engagement in emancipatory &amp; change process</li> </ul>
<b>PRODUCTS</b>	<ul style="list-style-type: none"> <li>• Descriptive narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge about practice processes &amp; applications</li> <li>• Self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Learning &amp; change in practice</li> <li>• Self-critique &amp; emancipation</li> </ul>

# DESCRIPTIVE PHASE

- STARTS IN FOUNDATIONS.
- STUDENTS WRITE IN-DEPTH DESCRIPTION OF THE LEARNING EXPERIENCE
- COULD INCLUDE:
  1. THE CENTERING EXERCISE
  2. FIRST EXERCISE TO DETECT THE “FIELD”
  3. ASSESSMENT
  4. TREATMENT MODALITIES (*“Sending/ receiving”, etc*)

# REFLECTIVE PHASE

THREE DIFFERENT FOCI: student writes **comprehensive** description about a specific treatment

1. REFLECTING ON STANDARDS. PITTING NARRATIVES AGAINST SCIENTIFIC KNOWLEDGE (ESPOUSED THEORIES OF PRACTICE)
2. ETHICAL AND VALUE STANDARDS
3. AESTHETIC CREATIVITY

***WHAT ACTUALLY OCCURRED & HOW DID IT DIFFER FROM WHAT I EXPECTED? CORE BELIEFS WILL STAND OUT***



Therapeutic Touch International Association &  
Nurse Healers-Professional Associates International, Inc.  
PO Box 130 Delmar, NY 12054  
518-325-1185 Fax: 509-693-3537 [www.therapeutictouch.org](http://www.therapeutictouch.org)



## FOUNDATIONS OF THERAPEUTIC TOUCH COURSE *REFLECTIVE JOURNAL TEMPLATE I*

**Reflection is being “mindful of self.”** During reflection a TT practitioner can resolve one’s thoughts/feelings/predictions about the experience and outcomes of a treatment by comparing expectations with detailed, comprehensive descriptions of what actually occurred.

**The Process:** 1. Write a detailed description of the treatment, then 2. Conduct a “reflective analysis” ON this treatment. Ask yourself, “What really occurred and how did it differ from what I expected?” (Johns, 2013; Kim, 1999)

**DESCRIPTIVE PHASE: Write a detailed description of what occurred,** from your perspective. Describe the healing partner’s and your responses during and after the session). These are your observations. What actually happened?

**REFLECTIVE PHASE: Write a reflective analysis of the TT session, your intentions, your actions or inactions.** Use the following questions in your analysis, “How did my knowledge of TT guide my actions?” “Were my intentions in sync with the goals of the healing partner?” “How will can I apply knowledge gained to future TT sessions?”



Therapeutic Touch International Association &  
Nurse Healers-Professional Associates International, Inc.  
PO Box 130 Delmar, NY 12054  
518-325-1185 Fax: 509-693-3537 [www.therapeutictouch.org](http://www.therapeutictouch.org)



## ***REFLECTIVE JOURNAL TEMPLATE II*** **TRANSPERSONAL NATURE of THERAPEUTIC TOUCH COURSE**

**Reflection is being “mindful of self.”** During reflection a TT practitioner can resolve one’s thoughts/feelings/predictions about the experience and outcomes of a treatment by comparing expectations with detailed, comprehensive descriptions of what actually occurred.

**This is a deeper perspective than the “Foundations” course.**

**The Deepening Process:** 1. Write a detailed description of the treatment, then 2. Conduct a “reflective analysis” **ON and IN this treatment.** What really occurred and how did it differ from what you expected. **This level moves the healer closer to a dialogue with the inner self through the process of reflection.** (Johns, 2013; Kim, 1999)

**DESCRIPTIVE PHASE:** Write a detailed description of what occurred, from your perspective. Describe the healing partner’s and your responses during and after the session. These are your observations. What actually happened? **At this deeper level, Review your description and ask yourself: “Did I accurately describe my pre-understanding of the situation?” Be careful not to ‘invent’ the thoughts depicted here.**

**REFLECTIVE PHASE: Write a reflective analysis of the TT session, your intentions, your actions or inactions.** Use the following questions in your analysis, “How did my knowledge of TT guide my actions?” “Were my intentions in sync with the goals of the healing partner?” “How will can I apply knowledge gained to future TT sessions?” **At this deeper level, comment on the meaning “embedded” in the healing process. Ask yourself: “Were my intentions consistent with the healing partner’s goals?” “How was my inner self evident as an ally during the treatment?”**

# CRITICAL REFLECTIVE INQUIRY *INNER PROCESSES*

## CRITICAL/ EMANCIPATORY PHASE

### *PROCESS*

- CRITIQUES OF PRACTICE REGARDING CONFLICTS, DISTORTIONS AND INCONSISTENCIES
- ENGAGEMENT IN EMANCIPATORY AND CHANGE PROCESS

### *PRODUCTS*

- LEARNING & CHANGE IN PRACTICE
- SELF-CRITIQUE & EMANCIPATION



Therapeutic Touch International Association &  
Nurse Healers-Professional Associates International, Inc.  
PO Box 130 Delmar, NY 12054  
518-325-1185 Fax: 509-693-3537 [www.therapeutictouch.org](http://www.therapeutictouch.org)



### **REFLECTIVE JOURNAL TEMPLATE III TRANSPERSONAL NATURE of THERAPEUTIC TOUCH COURSE**

In the reflective journal at the experienced level of TT practice, pay close attention to your reflections **“on” action (after the treatment)** and **“in” action (during the treatment)** to provide a clear picture of the entire treatment in comparison with the TT principles you have learned and have been practicing. **To move onto the Critical Phase, it is time to appraise your practice based on your descriptions and reflections of each TT treatment to determine which steps or phases you can incorporate going forward. This level moves the healer closer to an understanding of the inner-self through the process of reflection.** (Johns, 2013; Kim, 1999) Definitions in the first 2 categories are repeated for your convenience.

**DESCRIPTIVE PHASE:** Write a detailed description of what occurred, from your perspective. Describe the healing partner's and your responses during and after the session. These are your observations. What actually happened? Review your description and ask yourself: “Did I accurately describe my pre-understanding of the situation?” Be careful not to ‘invent’ the thoughts depicted here. **In addition, at this deeper level, “Did I omit any thoughts or actions?”**

**REFLECTIVE PHASE:** Write a reflective analysis of the TT session, your intentions, your actions or inactions. Use the following questions in your analysis, “How did my knowledge of TT guide my actions?” “Were my intentions in sync with the goals of the healing partner?” “How will can I apply knowledge gained to future TT sessions?” Comment on the meaning “embedded” in the healing process. Ask yourself: “Were my intentions consistent with the healing partner's goals?” “How was my inner-self-evident as an ally during the treatment?”

**CRITICAL PHASE:** Appraise the TT Session regarding conflicts, distortions, and inconsistencies. Engagement in the change process to moves the practitioner towards more adept use of the inner-self to create change, emancipation, and self-awareness. Ask yourself: “Were the outcomes of the treatment the most helpful to the healing partner?” “Did I use my knowledge of the TT principles & process appropriately?” “Did I use an ethical approach?” “What were the critical factors that influenced the outcome for my healing partner?”

# USING CRITICAL REFLECTION TO GO DEEPER. EXAMPLE

1. WRITE A NARRATIVE BASED ON A RECENT TT EXPERIENCE
2. CHOOSE ONE OR TWO PARTNERS
3. SHARE NARRATIVE WITH A PARTNER (OR THE GROUP ON ZOOM) LOOKING FOR REFLECTIVE ANALYSIS OF THE DESCRIPTION
4. REFLECT ON USE OF ESPOUSED THEORIES (YOUR TYPICAL WAY OF THINKING)
5. CRITIQUE RE CONFLICTS DISTORTIONS
6. HOW WOULD THIS CHANGE YOUR PRACTICE, THE HEALEE





# RESULTS

- TOTAL OF 23 NARRATIVES WERE RECEIVED. ALL TT PROVIDERS FROM P HOLLOW PROGRAMS
- NARRATIVES INCLUDED
  1. DESCRIPTION OF TT TREATMENT (was this a truthful & accurate description? Were any of my thoughts invented? Etc)
  2. REFLECTION ON THE TREATMENT (what guided my actions?, How did my values/ previous experience/ theoretical knowledge impact this treatment

# NARRATIVE EXAMPLES

SETTING: “AUTISTIC DAY PROGRAM” YOUNG AUTISTIC ADULTS. “HIGH LEVEL OF ANXIETY” POTENTIAL FOR “...AGGRESSIVE BEHAVIOR...LOUD VOCALIZATIONS...HIGHLY SENSITIZED TO ... CHANGES IN ENVIRONMENT.”

DESCRIPTIVE: “...*PLAN TO TREAT THE ENVIRONMENT 1<sup>ST</sup>...HEALING INTENTION*”...*TO CALM THE SPACE.*

REFLECTION: “...*SAFETY ISSUE...SYNCHRONIZE W/ THE INDIVIDUALS...NOT FORCING TX...CENTERING IS KEY HERE.*”

CRITICAL: *ONCE THE SPACE WAS CALM “...I FELT ... COMFORTABLE APPROACHING THE INDIVIDUALS”...TO DO TT. “I FELT HOPEFUL SEEING THE RESPONSES...EYE CONTACT, ALERT...ATTEMPTS TO COMMUNICATE.”*

## NARRATIVE EXAMPLE 2

SETTING: 96 YO PT. SENIOR HOME. ESTABLISHED TT GROUP.  
THIS PT. A MEMBER FOR 15 YRS.

DESCRIPTION: PATIENT STATED "...KNEES...SORE...2 OF HER FRIENDS HAD DIED IN 1 WEEK. SHE WAS SHOCKED & SAD..." TX: "I CENTERED...ASSESSED...PRICKLINESS IN...SHOULDER, BOTH KNEES...I ATTEMPTED TO RELEASE BLOCKED ENERGY."

REFLECTION: "I FELT A SADNESS IN HER I NEVER FELT BEFORE...MY HANDS FELT MOIST...AN EMOTIONAL CUE" "IN RETROSPECT I SHOULD HAVE 'LISTENED' FOR THE EMOTIONAL CUE BASED ON CONVERSATION BEFORE THE TX. I SHOULD'VE LEFT MYSELF OPEN..."

CRITICAL: THIS SHOWS PROBLEMS W/ PRECONCEPTIONS/ IMAGINATION. REVISE BY BEING MORE IN MOMENT. CENTERING.

# NARRATIVE 3

SETTING: DISTANCE HEALING, 2-3X/WK X 1 YR ON WOMEN W/POST-PARTUM BRAIN DAMAGE DUE TO O<sub>2</sub> DEPRIVATION.

DESCRIPTION: *“...INTRODUCTION, EXPLANATION...THROUGH MUTUAL ACQUAINTANCE...INCLUDED GENTLE, LIGHT EXPOSURE TO TT...SESSIONS PROGRESSED FROM RELAXATION ONLY TO BODY CLEARING...TO FOCUS ON BRAIN/SPINAL CORD. OUTWARD IMPROVEMENT...MINIMAL UNTIL 2<sup>ND</sup> YEAR...STARTED TO SMILE”*

REFLECTION: PATIENT'S *“MIND AS SEPARATE FROM HER BODY...BEGINNING TO RECOGNIZE HER CHILDREN. HEALING IS IMPROVING OR ACCEPTING...SHARING...THE UNIVERSE.”*

CRITICAL: WAS THE KNOWLEDGE OBTAINED USED ACCURATELY?  
D.H. WHAT ARE THE ETHICAL STANDARDS?

# NARRATIVE 4

SETTING: FAMILY MEMBER, HOME, OUTDOORS

DESCRIPTION: *“ASSESSMENT: LOUD BUZZING DOWN R. ARM, LEG...OUT OF SYNC W/ OTHER SIDE. I WORKED ON MOVING, PUSHING, PULLING THE STATIC OUT...GROUNDING SEVERAL TIMES. RE-ASSESS: FIELD SMOOTH...”*

REFLECTION: *“ENERGY FIELD GUIDED MY ACTIONS. I KNOW WHAT MY CUES TELL ME. MY INTENT WAS TO SEND UNIVERSAL HEALING...FOR THE HIGHEST GOOD.”*

CRITICAL: ARTICULATION OF ESPOUSED THEORIES, OBVIOUS IN HER ACTIONS, WOULD FACILITATE THE HEALING.

# TEACHING DISTANCE HEALING



# REMOTE CLASSROOM: STEP 1: CHOOSE PLATFORM

## Top 7 Virtual Meeting Software

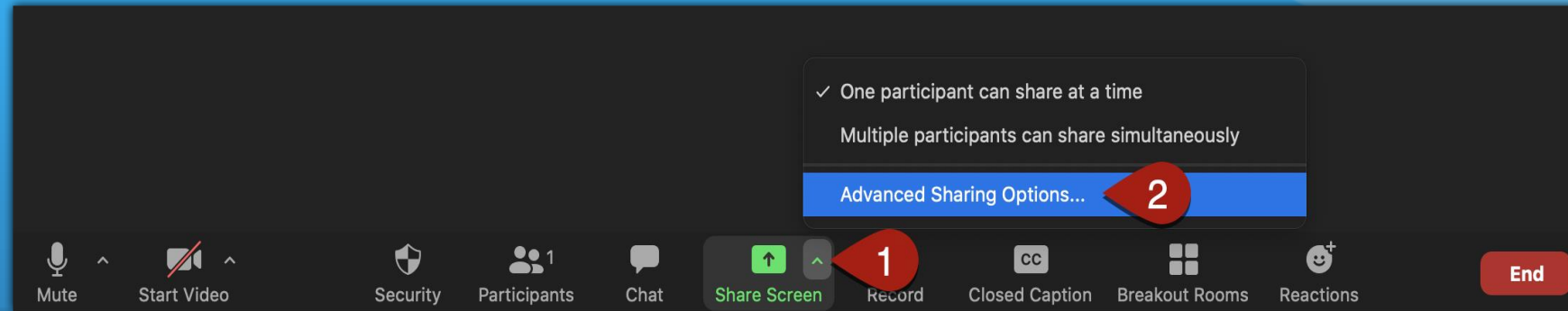


# ZOOM INSTRUCTIONS

- SET GROUND RULES:
  1. VIDEO ON
  2. STAY MUTED UNLESS SPEAKING
  3. NO EATING
  4. BE PRESENTABLE
  5. BE SURE TO HAVE COMFORTABLE SETTING FOR RECEIVING DISTANCE TT.
  6. BEFORE STARTING MEETING, BE SURE TO SET UP ZOOM FOLDER ON YOUR DESKTOP OR IN YOUR DESKTOP OR DOCUMENTS FOLDER
  7. ALWAYS SAVE TO “MY COMPUTER”. EASIER TO FIND THAN TO “CLOUD”

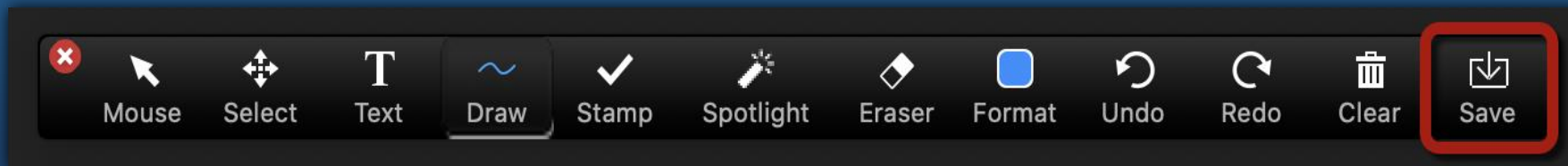
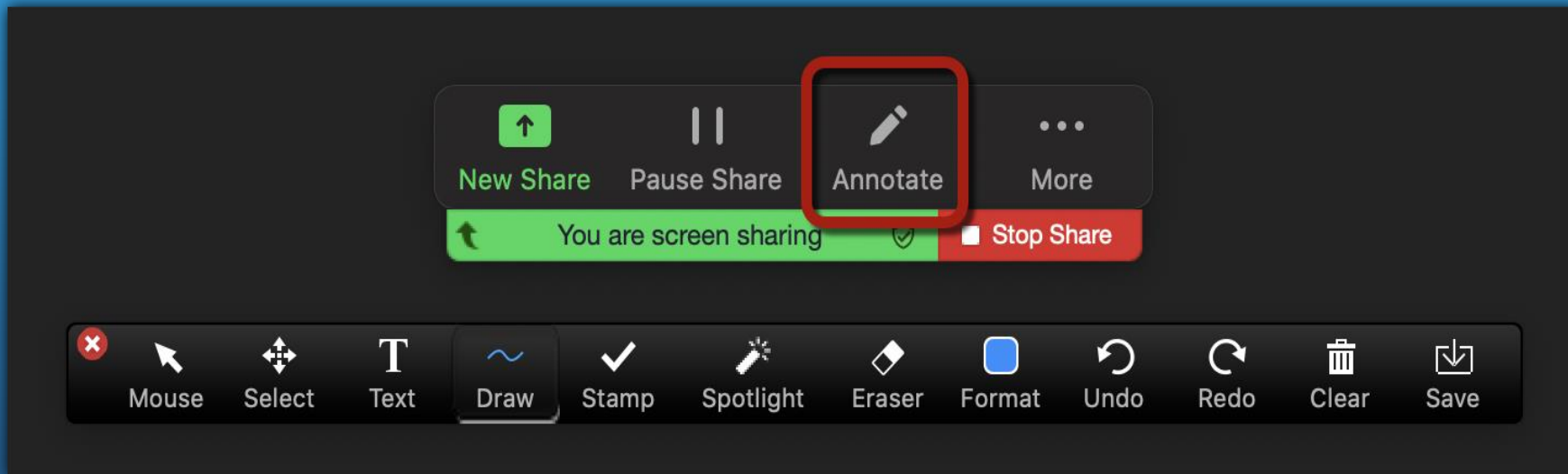


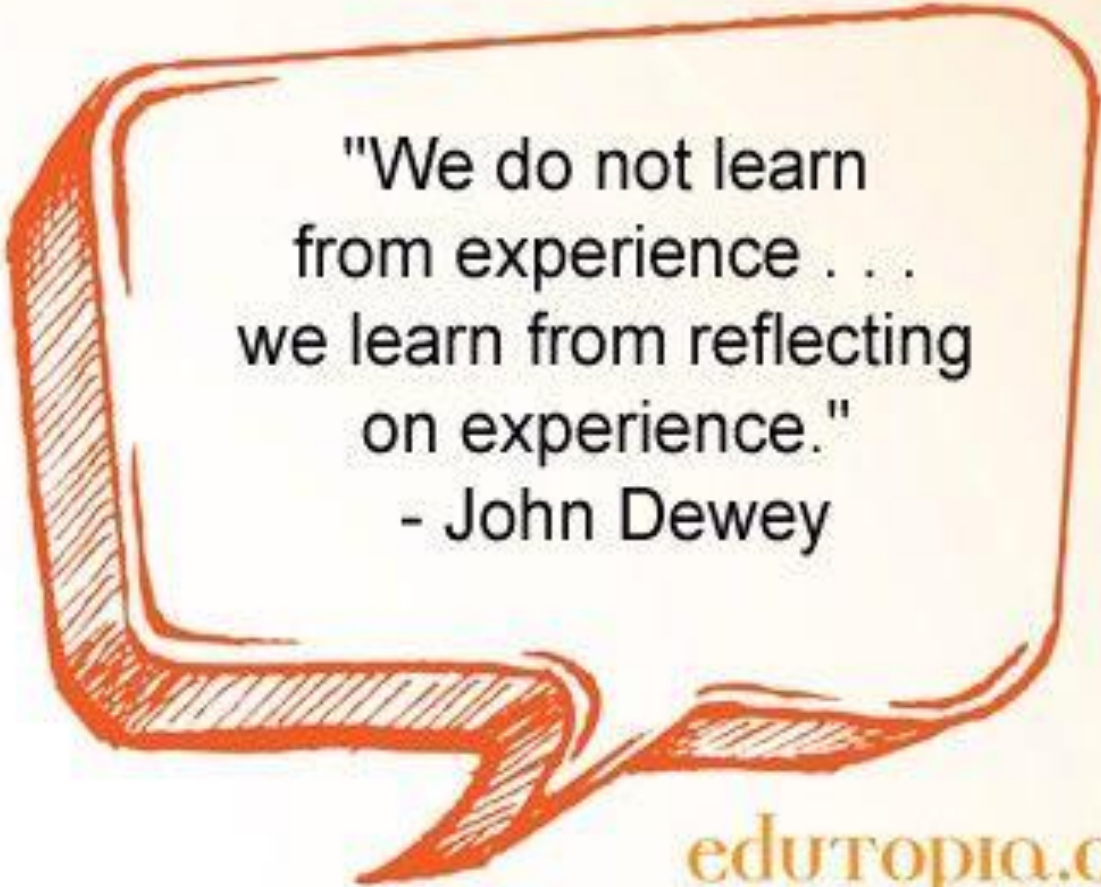
# ZOOM: SCREEN SHARING FOR JOURNALING. SETTINGS



# ANNOTATING OVER SHARED SCREEN

ENABLES INSTRUCTOR TO MAKE COMMENTS ON STUDENT JOURNAL ENTRIES FOR ALL CLASS TO SEE. BEST FOR THE EMANCIPATORY PHASE





"We do not learn  
from experience . . .  
we learn from reflecting  
on experience."  
- John Dewey

[edutopia.org](http://edutopia.org)

