

Program: Bodywork Program

Course Number: TA101
Course Name: TouchAbilities® Skill Development Module
Total Semester Units: 3.0- 5.0
Total Hours: 45-75
Theory/Lecture/Application/Lab Hours: 45-75

Catalog Description of the Module:

TouchAbilities® is an integral approach to BodyWork that teaches the core and fundamental knowledge base of therapeutic massage. This subject introduces 26 specific skills in 8 categories which represent universal and recurring concepts from varied schools of thought. These foundational touch skills form the basis of all BodyWork modalities. This basic skillset of touch options incorporates the physical skills of soft tissue manipulation as well as the subtler skills regarding tangible and intangible, multidimensional aspects of the body. These skills can be applied individually and are more usually combined with other skills to create specialized techniques.

Co-requisite: TA100 Professional Foundation Module

Textbooks: Burman, Friedland, TouchAbilities® Essential Connections, Thomson Delmar Learning 2006
ISBN-13: 978-1-4180-4833-4
ISBN-10: 1-4180-4833-X

Student Supplies:
Massage table, stool or chair linens, lubricant

Course Objectives:

Upon completion of this module the student will be able to:

- Identify, discuss and demonstrate each of the 26 core skills
- Discuss possible intentions for the core skills and identify the effects they have on the body
- Define key terms
- Identify possible sense experiences using the SenseAbilities™ vocabulary
- Demonstrate the ability to be present with the client
- Describe the nature of the therapist/client relationship
- Demonstrate the ability to assess the tissue being worked on
- Explain how qualities of touch affect the delivery of the core skills

- Demonstrate the ability to integrate skill, focus and strategy in the creation and delivery of a BodyWork session
- Discuss the rationale for choosing a skill or combination of skills relevant to the target tissue and therapist intent.
- Demonstrate efficient and integrated body and hand mechanics
- List a variety of modalities that feature each of the eight TA® components as an integral part of their paradigm

Learning Outcomes:

Unit 1: Introduction to touch- pp x-xii, 5-6, 13-22, 169-176, 182, 225-226, 341-346

Upon successful completion of this unit of instruction, the student will be able to:

- .1 Discuss the various qualities of touch (pressure, depth, speed, direction, angle, duration, drag, rhythm, etc.) and explain how each one can affect the client and the nature of the application
- .2 Identify and discuss the impact of touch on physical, emotional, mental and spiritual realms (connection, integration, vitalization, awareness, etc.)
- .3 Demonstrate the ability to be present
- .4 Using SenseAbilities™ vocabulary, identify what can be sensed through touch
 - .4.1 Tactile sense experiences
 - .4.2 Visual sense experiences
 - .4.3 Auditory sense experiences
 - .4.4 Olfactory sense experiences
 - .4.5 Psychological sense experiences
- .5 Define terms such as Massage Therapy, BodyWork, BodyViews, field of engagement, paradigm, modality and other foundational vocabulary
- .6 Create an interpersonal field of engagement
- .7 Describe the client/therapist relationship re: transformation, balance, growth, integration, communication, connection

Unit 2: Breathing Component- pp 49-58

Upon successful completion of this unit of instruction, the student will be able to:

- .1 Name, define and describe the Breathing Component skills
 - .1.1 Tracking
 - .1.2 Directing
 - .1.3 Pacing
- .2 List synonyms and discuss intentions for each of these skills
- .3 Describe how Breathing Component skills affect the various tissues, fluids, gases and energy pathways of the body
- .4 Describe patterns of inhalation and exhalation
- .5 Identify his/her personal breathing pattern
- .6 Observe and identify the breathing patterns of others
- .7 Discuss the physical, mechanical, spiritual and energetic aspects of breathing
- .8 Apply skills to engage and influence breathing mechanisms and patterns
- .9 Identify modalities that feature Breathing Component skills as an integral part of their paradigm.

Unit 3: Cognitive Component- pp 61-78

Upon successful completion of this unit of instruction, the student will be able to:

- .1 Name, define and describe the Cognitive Component skills
 - .1.1 Visualizing
 - .1.2 Inquiring
 - .1.3 Intending
 - .1.4 Focusing
 - .1.5 Transmitting
- .2 List synonyms and discuss intentions for each of these skills
- .3 Describe how Cognitive Component skills affect the various tissues, fluids and energy pathways of the body
- .4 Demonstrate how these skills may be applied to oneself
- .5 Demonstrate how these skills may be used with clients
- .6 Identify modalities that feature Cognitive Component skills as an integral part of their paradigm.

Unit 4: Energetic Component- pp 81-90

Upon successful completion of this unit of instruction, the student will be able to:

- .1 Name, define and describe the Energetic Component skills
 - .1.1 Sensing
 - .1.2 Intuiting
 - .1.3 Balancing
- .2 List synonyms and discuss intentions for each of these skills
- .3 Describe how Energetic Component skills affect the various tissues, fluids and energy pathways of the body
- .4 Discuss his/her understanding of the energetic structure of the body.
- .5 Discuss/explore concepts of the energetic nature of the universe
- .6 Demonstrate how these skills may be applied to oneself
- .7 Demonstrate how one might use Energetic Component skills in a BodyWork session
- .8 Identify modalities that feature Energetic Component skills as an integral part of their paradigm.

Unit 5: Compression Component- pp 93-104

Upon successful completion of this unit of instruction, the student will be able to:

- .1 Name, define and describe the Compression Component skills
 - .1.1 Pressing/Pushing
 - .1.2 Squeezing/Pinching
 - .1.3 Twisting/Wringing
- .2 Distinguish the nuances between the two skills in each of the pairs listed above
- .3 List synonyms and discuss intentions for each of these skills
- .4 Describe how Compression Component skills affect the various tissues, fluids and energy pathways of the body

- .5 Demonstrate Compression Component skills, using effective body/hand mechanics
- .6 Demonstrate palpatory awareness by identifying various layers of tissue using compression
- .7 Identify the body's tolerance to receiving pressure (edge of receptivity)
- .8 Identify modalities that feature Compression Component skills as an integral part of their paradigm

Unit 6: Expansion Component- pp 107-116

Upon successful completion of this unit of instruction, the student will be able to:

- .1 Name, define and describe the Expansion Component skills
 - .1.1 Pulling
 - .1.2 Lifting
 - .1.3 Rolling
- .2 List synonyms and discuss intentions for each of these skills
- .3 Describe how Expansion Component skills affect the various tissues, fluids and energy pathways of the body
- .4 Demonstrate Expansion Component skills using effective body/hand mechanics
- .5 Identify modalities that feature Expansion Component skills as an integral part of their paradigm

Unit 7: Kinetic Component- pp 119-132

Upon successful completion of this unit of instruction, the student will be able to:

- .1 Name, define and describe the Kinetic Component skills
 - .1.1 Holding/Supporting
 - .1.2 Mobilizing
 - .1.3 Letting Go/Dropping
 - .1.4 Stabilizing
- .2 Distinguish the nuances between the two skills in each of the pairs listed above
- .3 List synonyms and discuss intentions for each of these skills
- .4 Demonstrate the movement options available on each body part.
- .5 Demonstrate Kinetic Component skills using effective body/hand mechanics
- .6 Describe how Compression Component skills affect the various tissues, fluids and energy pathways of the body
- .7 Identify modalities that feature Kinetic Component skills as an integral part of their paradigm

Unit 8: Oscillation Component- pp 135-144

Upon successful completion of this unit of instruction, the student will be able to:

- .1 Name, define and describe the Oscillation Component skills
 - .1.1 Vibrating
 - .1.2 Shaking
 - .1.3 Striking
- .2 List synonyms and discuss intentions for each of these skills
- .3 Explain the vibratory nature of matter
- .4 Explain how oscillations (vibrations and pulsations) affect various materials and structures
- .5 Describe how Oscillation Component skills affect the various tissues, fluids and energy pathways of the body
- .6 Demonstrate Oscillation Component skills using effective body/hand mechanics
- .7 Identify modalities that feature Oscillation Component skills as an integral part of their paradigm

Unit 9: Gliding Component- pp 147-154

Upon successful completion of this unit of instruction, the student will be able to:

- .1 Name, define and describe the Gliding Component skills
 - .1.1 Sliding/Planing
 - .1.2 Rubbing
- .2 Distinguish the nuances between the two skills in the pair listed above
- .3 List synonyms and discuss intentions for each of these skills
- .4 Describe how Gliding Component skills affect the various tissues, fluids and energy pathways of the body
- .5 Demonstrate the various forms of gliding skills using effective body/hand mechanics
- .6 Identify modalities that feature Gliding Component skills as an integral part of their paradigm

Unit 10: Full Body Integration- pp 219-222

Upon successful completion of this unit of instruction, the student will be able to:

- .1 Apply a specific skill or set of skills to the entire body OR
- .2 Combine and integrate all the skills learned up to this point by applying them to the entire body OR
- .3 Demonstrate the ability to do a full body treatment within a designated time frame (i.e. 30 minutes, 45 minutes, 60 minutes, 75 minutes, etc.)

Unit 11: Creating a BodyWork Session- pp 182, 219-222

Upon successful completion of this unit of instruction, the student will be able to:

- .1 Describe the factors that influence a BodyWork session (environment, connection duration, focus, intention, methodology, frequency, etc.)
- .2 Discuss, explain and demonstrate how TouchAbilities® skills can be woven together and applied on a particular body part

Unit 12: Technical Evaluation- Skill test

Upon successful completion of this unit of instruction, the student will be able to:

- .1 Set a table to a height most appropriate to the style of work

- .2 Dress the table with linens and bolsters and maintain proper draping throughout the session
- .3 Demonstrate effective communication skills re. greeting, verbal client intake interview, ongoing feedback during session and closure
- .4 Instruct the client to prepare for the session re. disrobing, positioning on table, draping, etc.
- .5 Perform a 5 minute massage on a selected body part which incorporates all 8 TouchAbilities® components

Instructional Strategy and Methods of Assessment:

1. Critical Thinking Tasks and Assignments:

Through class discussion, written assignments and individual and group projects, students will demonstrate critical thinking and practical application strategies.

2. Reading, Writing, Projects, and Homework Assignments:

To enhance the learning process, it may be helpful to include reading assignments, writing assignments and other projects that will anchor the concepts and skills presented in class.

3. Methods to Measure Student Achievement:

Students in this course segment may be assessed in the following ways:

a) Knowledge and comprehension:

- Homework assignments
- Projects
- Exam/s

b) Skill Demonstration:

- Class presentations
- Performance exam/s