

Why/How Touch for Health Works

by Paula Oleska

I have been occasionally asked by my students, "Do I have to believe in this 'stuff' to have it work for me?" I think the answer to this question has some profound implications for the instructor and the consultant of TFH/PHP.

What makes these systems work for my students is my own understanding and experience with them, which can be also called "belief". My understanding creates specific energy patterns in my field, manifesting as posture and expression. My student's field, interacting with mine, will pick out the information it needs at the moment, since this process happens on the subconscious/body level. The student does not have to consciously know the TFH/PHP procedures to benefit from them. The process of balancing, then, is translating these choices into the verbal level and consciousness. The stronger and clearer my field is, the easier the process of balancing.

As a matter of fact, all healing systems work this way, which explains why they all work, even though they often are contradictory to each other. This approach also explains why within each system some individuals achieve greater success than others.

The understanding of the healing process as an interaction of fields consistent with a number of current scientific discoveries, including Ruper Sheldrake's theory of morphogenetic resonance.

The model of field interaction has specific consequences for all of us in TFH/ PHP.

1. More healing/transformation will occur because of our field than because of our techniques alone. Our Field reflects the totality of who we are. Techniques are very helpful for specific results, but they may not work if we have a blockage in that area of our field.
2. Out of the techniques we have used, the most effective ones will be those that have worked for us, and the ones we continue to use to clear ourselves. The

effectiveness of this approach has been demonstrated, among others, by all 12-step programs.

3. The greatest service we can do for our students is to consistently work on our own unfoldment, enrichment and clearing, so that our field is clear, strong and flexible. We all know that children learn by imitating their parents without evaluating what their parents are doing. I'm not sure if we all realize that our students do the same with us regardless of what it is we teach on the verbal level. We convey subconsciously more than consciously. Just as we help our students clear their subconscious blockages, we need to be willing to be helped that way by someone else.
4. In every TFH class there will be a question asked sooner or later: "Why did it work if I rubbed the wrong point?" It raises the issue of technique versus intent -- which one does the job? In the light of the field model it becomes clear that neither one by itself does the job. Conscious intent may be cancelled by an unconscious blockage. Most of us have also experienced days when techniques do not seem to work, and yet some healing happens. The field model implies that it is the alignment between the intent, the technique and the field that produces the result.
5. Another frequently asked question is "How do I shield myself from negativity?" In the light of the field model shielding is not necessary. The interaction between fields produces transformation both for the teacher and the student. If they interact as equals, the results will be uplifting for both of them. If, however, we have in our field unconscious patterns of fear and guilt that make us act like other people's saviors, then we will "save" them from their unwanted feelings and absorb them ourselves. In my experience, the best way to protect myself is to release the guilt that makes me feel

responsible for my student's results. One of my teachers used to say, "I can't *learn* you anything." When I used to try to "learn them" something, I often ended up feeling drained. The more I release them to have their own experience, the more ease and joy we all experience. In order to achieve that result, I found it necessary (and beneficial) to work on my own issues, clear my co-dependent patterns, restore my boundaries. I do not have to "shield" myself anymore.

Also, why not trust your field? Your field is smarter than you are--after all, it created you without your conscious intent. The field knows how to protect you if you let it. In TFH we restore the proprioceptive balance that can run the body without our conscious control. We could do the same for the field--it definitely knows how to do it. We only need to clear it.

The ideas presented here are a blend of the old (physician, heal thyself), and the new (field theory). That should help them be easily absorbed. Personally, I found that there is more joy for me living my life this way, and I am inviting you to join. Maybe you are already doing it too. Great. There is more on this subject in the following article, *Benefits of the Educational Model of Teaching TFH*.