

Teacher-Student and Practitioner-Client Interactions: Mutual Adverse Influences and What to Do about it.

By LaVonne E. Schmitt-Gordon, RN, MS, CHT
Allen R. Schmitt-Gordon, Ph.D.

Abstract: Over a period of years we have observed inaccuracies of muscle testing with students and clients due to factors related to the person doing the testing, often due to lack of presence, intention, or level of sensitivity. Other factors include working too closely in each others energy fields, incomplete closure with surrogate testing, being too sensitive and manifesting the imbalances of energies around them and their environment. This paper will explore the use of rituals and other ideas that relate to the practitioner creating energy field clearings, developing sensitivities intentions and to support accurate outcomes with muscle testing.

Many Factors Alter Muscle Testing

This paper addresses some of the issues associated with inaccurate testing on the part of the student as well as the practitioner. We have observed that aside from the errors made by new students in assessing whether a muscle is 'locked' or not, and the uncertainties found in learning any new technique, a number of inaccuracies can be traced to the influence of subtle energies affecting us in not so subtle ways. It is or should be obvious that the results of the balancing and testing techniques that are being taught, all depend upon accurate testing.

New students and clients are probably not always aware of all the different kinds of factors that can affect muscle testing. It is up to the instructor or practitioner to not only be aware of these influences but find ways of teaching the students and clients of ways to become aware. Touch for Health, as a biofeedback tool, of course teaches this. Our goal in this paper is to examine the ways in which this can be taken farther, that is, the use of Touch For Health as a means of growth and improving self-awareness.

Students are often prone to crises of confidence in learning something new. Aside from this, however, are a myriad of subtle energies that can affect the results of muscle testing as well as affect how a student might feel after a class. These might include the student being affected by someone else's energy.

Practitioners and instructors are not immune to this either. One thing that should always be asked when testing, concerns the degree of openness and clarity the practitioner has. This, of course, is a very difficult thing to gauge or measure. Two experienced practitioners can get different results from testing the same person.

Self-Knowing and Self-Observation Are Essential to Reliable Testing

In order for the student to gain awareness of these subtle influences, the instructor or practitioner needs to be able to teach how to do this. This means that the instructor or practitioner needs to have an understanding of these processes by manifesting them in his/her actions and be able to integrate them into the learning experience. Basic self-observation skills must be developed in the context of

learning muscle testing and balancing skills. Without this basic self-knowing, one cannot separate out one's own energies from those that might affect him/her and the client or student.

Learning muscle testing skills is an entry point into this process. One must tune into oneself in order to determine how a muscle is responding to the test. In doing this and quieting the internal chatter, the tester also becomes sensitive to these other energies. To reach this place, the tester must be comfortable with him/her self as well as know how to deal with these other energies, some of which may be uncomfortable.

Methods For Developing Intuitive Skill

Development of these intuitive skills requires some work. Some of the tools and methods that we have found to be helpful are described below:

1. Muscle testing -- what does the practitioner get from the testing? What is the tester's intention for testing. This is in addition to the role of the practitioner in trying to help the client.
2. Transition -- Taking time between different activities to 'digest' and complete the previous one and prepare to 'ingest' the next one.
3. Meditation, prayer -- Taking time to get to know yourself.
4. Intention -- Provides focus and direction. Helps to keep from being blown around by external and internal forces.
5. Internal 'check-ins'-- Periodically, stopping what you are doing to determine where your energy is at and remembering who you are and what you are doing
6. Affirmations -- Means of reminding yourself of who you are outside of the negative self talk. Helps to make intentions stronger.
7. Rituals -- "Rite of separation from old ways of being and thinking and behaving, and integrating into new modes of living."¹
8. Imagery -- "Strategy for evoking change in body, in attitudes and behavior"²
9. Understanding the physical, emotional and physiological themes of the various organ/meridian systems.³

Our experience with Touch For Health, integrated in with these processes, has given us valuable tools for our own growth. It has assisted us in becoming more sensitive to ourselves as well as to our students and clients. It is therefore important to us that the scope of the Touch For Health curriculum be expanded to include these self-awareness activities, one of the outcomes being improved muscle testing.

References:

1. J. Achterberg, B. Dossey, and L. Kolkmeier. *Rituals of Healing*. Bantam: NY, 1994, p. 2.
2. Ibid, p 36
3. A. Schmitt-Gordon & L. Schmitt-Gordon. "Introduction to the Organ Energy Synthesis as a Way of Understanding the Triad of Health and the Nature of Imbalances," *Proc. Touch For Health 6th International Conf*, 1996, p.122 - 125

* * * * *

LaVonne E Schmitt-Gordon, RN,MS, CHT
Allen R Schmitt-Gordon, PhD
Integrative Healing
POB 191, Nederland, CO 80466
303-258-0646