

Explaining The Kanetica™ Method as a Threshold Concept

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Note: If you are a health practitioner and looking to expand your knowledge/skills and career, this is a useful article to read.

The science behind The Kanetica™ Method and learning how to apply it effectively is a threshold concept. This is why some learners of The Kanetica™ Method can initially experience difficulties grasping certain aspects of the training. In the end they achieve a transformed understanding, and are able to then achieve profound results with patients, while sustaining their own bodies for a long-term career in bodywork.

Let me explain in this article what a threshold concept is, how The Kanetica™ Method is a threshold concept, how we address this threshold concept in our educational program to achieve transformative learning, and why the Kanetica™ training program is highly experiential in order to achieve this transformative learning for the effective application of Kanetica™ to patient and practitioner.

I base this article on the literature of threshold concepts developed by Meyer & Land (2006). Some of the terminology used in this article refers to aspects of the teaching and are not elaborated upon. For more information, please contact Agata (agata@kanetica.com.au) or register for the training.

Defining a Threshold Concept

Meyer & Land (2006) define a threshold concept as “a transformed way of understanding, interpreting or viewing something without which the learner cannot progress. This transformed perspective can be sudden or may happen over time, with the transition to understanding proving to be troublesome, even leading to hesitancy or resistance in learners. However, once transformed, a

threshold concept leads to a privileged or dominant view and therefore a contestable way of understanding something.”

A threshold concept is:

- *Transformative* i.e. once understood, it creates a significant shift in perception, leaving the learner forever changed
- *Irreversible* i.e. once you have transformative understanding of something, you cannot go back to your previous state of ignorance, awareness i.e. you cannot become un-aware again.
- *Troublesome* i.e. the process of gaining this transformative understanding can be disorienting, leading to hesitancy or even resistance in learners.

Example of a Threshold Concept

One of the easiest examples of a threshold concept is learning to ride a bicycle i.e. you can read/watch all the books/videos on how to ride a bicycle, but until you get on a bicycle and realise that your ability to ride is determined by the experience of *balance*, you cannot possibly learn to ride a bicycle. Once you experience the concept of *balance*, you can then easily ride a bicycle (transformation) and you can never *unlearn* balance again (irreversible). However, the process of learning to ride a bicycle no doubt involves fear, hesitation, resistance, and a lot of falling, because we are learning to coordinate our eyes, hands, legs (skills), while at the same time comprehending this unseen quality called ‘balance’ (troublesome knowledge).

Meyer and Land (2006) identify a number of reasons why knowledge might be troublesome :

- *Ritualistic* i.e. we can explain the pieces but struggle to understand the whole
- *Inert* i.e. we learn concepts but cannot make a connection to the real world
- *Alien* i.e. the new knowledge can conflict with our own existing knowledge
- *Conceptually difficult* i.e. like the concept of balance is initially difficult to grasp in terms of riding a bicycle, so can some threshold concepts require multiple layers getting one’s head around it

How The Kanetica™ Method is a threshold concept

Similar to the analogy of riding a bicycle, learning The Kanetica™ Method is a threshold concept, because it teaches the learner to view the patient, themselves as practitioner, the treatment approach, and the outcome, as an integrated whole rather than separate pieces. Initially, this is troublesome to grasp as they learn bits, but by the second course, they have a transformed view of how to approach healing.

- *Ritualistic*: In The Kanetica™ Method, learners come in with existing knowledge in which they don’t see the functional complexity that lies behind certain basic elements e.g. table heights.
- *Inert*: In the Flexibility Zones segment of the Kanetica™ training program, learners need to acquire the bits before they can integrate them, but then they need to go further to see the bits and the whole in a different way. This usually happens in the second course.
- *Alien*: In the Kanetica™ training program we present a new way of approaching healing which sometimes conflicts with learners’ existing knowledge e.g. table heights, limb tools.

- *Conceptually difficult*: The concept of being 'stronger' by utilising your body posture and stance better, or that a structure has no gender (i.e. lady therefore be gentle) – are conceptually difficult concepts to grasp.

Some of the threshold concepts that make up The Kanetika™ Method

Learning The Kanetika™ Method requires grasping numerous threshold concepts. Gaining this knowledge can be *troublesome*, but once grasped, is *transformative* and *irreversible*. Some of the threshold concepts that make up The Kanetika™ Method are:

- The musculoskeletal structure has no gender i.e. "Rose vs Cameron"
- The body's flexibility zones are not where you think they are i.e. the balloon exercise
- Pressure does not equal pressure
- You don't need to be physically strong to work on a big body – just need to use your posture, stance, limb tools, patient positioning etc. differently.
- Unlearning bad stance habits, including understanding table heights
- In order to address the numerous threshold concepts of The Kanetika™ Method, the training is designed to be highly experiential.
- And there are more.

How we address threshold concepts in our teaching methods

The Kanetika™ training program is highly experiential in order to achieve this transformative learning for the effective application of Kanetika™ to patient and practitioner. The program is heavily focused on hands-on application at every step of learning. Even after theoretical concepts are explained, they are experientially instilled using a series of demonstrations and exercises. Classes are limited in numbers in order to provide individual assistance to each student to effectively learn each threshold concept. The training courses themselves are layered and spread out (time wise) in such a way as to ensure that the threshold concepts can be instilled before learning advanced techniques.

The outcomes of learning The Kanetika™ Method

"Learning The Kanetika™ Method is a transformational experience" Basil Mouasher (Founder)

Because of the above mentioned threshold concepts, learning The Kanetika™ Method is applicable to health practitioners in all disciplines of body work, and at all ages. It will change the way they understand and read a patient's body and how they approach treatment and the concept of healing. It will change how they position themselves in relation to the patient and apply their body in the treatment. The outcomes are that they are able to produce results faster, with less effort. This will also sustain the practitioner for a long-term career.

Meyer J.H.F., & Land R. (2006). Overcoming Barriers to Student Understanding: Threshold concepts and troublesome knowledge. Routledge: New York.