

Advanced Principles of Fx Practice

MASTERING THE ART OF FUNCTIONAL HEALTH INVESTIGATION



Tenet 5: Teach the Principles of Healthy Living and Preventative Care

Lesson 1: What Are the Attributes of a Great Teacher?

- CAN YOU CURE ME, DOC? I say no...I cannot. I also explain to them that they did not get into this predicament by living a clean, healthy emotionally stable life either.
- I want them to understand that they absolutely are responsible for the condition they are in along with, they are absolutely in control when it comes to getting themselves out.
- From the moment they sit down I tell them this is a 90-10 relationship. They are 90% responsible for their success and failure.
- I am 10% of the equation. I am the path pointer and the map layer. But it is their choice to walk it.
- If they follow my path and directions encompassing physical and emotional/spiritual wellness they will have success, but they are required to give 110% as I give 110% to them.

Respecting the client

They're comfortable in the space that you've created, which is your session. So respecting the client in that way helps them to open up and be very candid and honest with you.

Setting high expectations

Now, you can just imagine if we don't have any expectation for the client, what are they going to have for themselves?

Continually seek to educate yourself

A love of learning and sharing is also going to inspire your clients to start to learn more about themselves.

Flexibility

You have to create stories, analogies, whatever it's going to take to help that client learn and understand and question them to make sure they DO have an understanding of what they are doing

Being a skilled leader

You're teaching them every single thing that you know, so that they can carry on taking care of their health long after you're gone. **This is, without any doubt, the greatest gift that you can give any human being.**

If all you are doing is sharing your opinion and expecting the client to follow it then you're doing just the opposite of what a great teacher does. You've already established your opinion for reasons that belong to you. Now you must start helping people form their own opinions.

This is why, above all else, we have a responsibility to teach our clients how to research and discover what is best for them as individuals and not to rely solely on our opinions.

The client may look to me to tell them if it is good or bad, but I can't do that. I cannot determine how it will affect them or their individual health.



True Treatment Is Training

We are up against the essential deceit of the great majority of orthodox and unorthodox treatments—that the patient can be healed by paying someone to "take away the disease" without involving the patient in either physical or mental exertion.

Giving the client supplements can be viewed as a financial expenditure if the client is not making any attempt to change diet, lifestyle and environment without getting the basic foundations of health in place.

The patient doesn't necessarily have to make these changes for the medication to work. As an example, many diabetics refuse to stop eating poorly for their condition and instead, rely solely on the work of the medication to keep their glucose lowered.

The person, the patient that goes to the doctor looking for the magic bullet will be given a magic bullet. They might have to try several, they might end up on many medications by the end of their life due to their rapidly increasing conditions.



Doctors treat, we teach.

What if we said, we teach clients new choices to make that will affect their happiness and so now our titles are "happiness educators" since, when a client feels better, they are much happier and have hope.

**Does the body heal itself or do we need to
take a medicine or other healing agent to
make our body do what it is designed to do?**

Don't think there's only one way, don't think your way is always the right way. Be open to these possibilities. And always, always, always keep considering what is best for your client and how you can educate them on ALL the choices, not just the ones YOU prefer.



What is our role with the client?

**We teach others to see what we see as
imbalance in their bodies, we teach
them about what balance in the body
should look like.**

It means empowering them to become actionable, and learn how to take care of their body. That is what that means. So if you think that you're fixing them, and you lead them to believe that you're fixing them, then you're not empowering them...think about that.

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Lesson 2: Teaching the Clients About Supplements

The body is not sitting there waiting for us to save it...it is constantly seeking to survive and has made a plan of healing based on the adaptations it must make to current diet, lifestyle and environment.

We are sharing our knowledge of how they may support the body based on what we see in the client's "closet" and we tell the client all we know about it and why we feel the way we do. It is ultimately up to them to choose to purchase and use the supplement.

**Supplement companies, just like
pharmaceutical companies, want to sell
their product and they do this by
focusing on the pain points of the
person**

Food is medicine and food based supplements act more like food in how they deliver the proper ratio of nutrients which is why we have to be concerned about providing nutrients in isolation, which is NOT how they are delivered in nature.

THE POWER OF ONE.

THE DETRIMENTAL EFFECTS OF TAKING JUST ONE MINERAL RANDOMLY.

1. Sodium goes up.
2. Magnesium goes down.
3. Calcium goes down.
4. Potassium goes up.
5. Nitrogen goes down.
6. Copper goes down.
7. Zinc goes down.
8. Manganese goes up.

Now there are many, many supplements out there for any issue you may run into. The question is, why do we supplement? Do we need them all? What steps that include supplementation can really support the body?

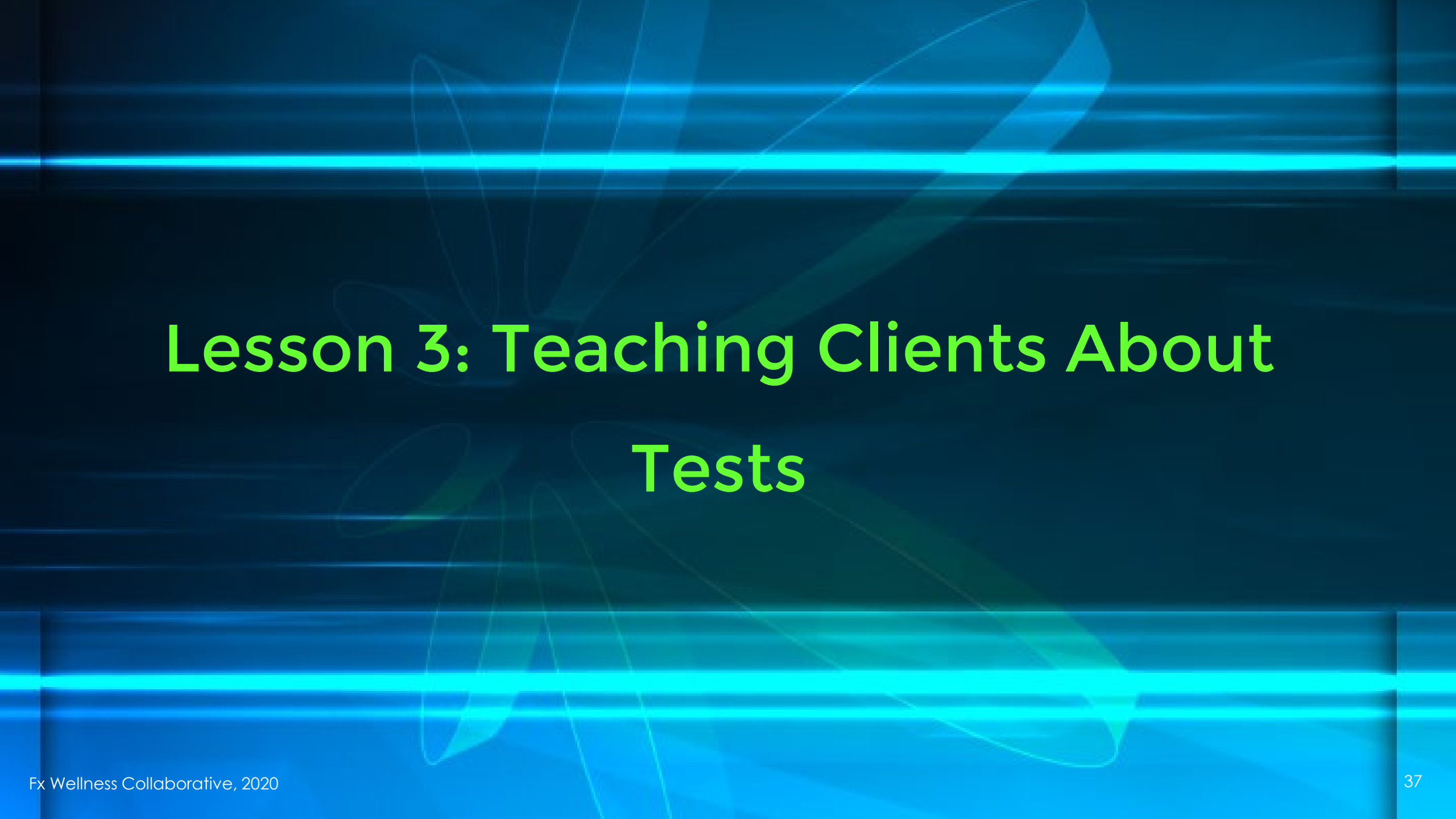
The supplement is bridging a gap,
filling a hole, stopping a vicious cycle,
SUPPORTING the client until the
underlying cause of dysfunction is
found and corrected.

You have to understand the needs of that person's body and system and biochemistry based on all the information that they've given you in order to be able to make a choice for a recommendation for that client and then you have to explain to the client about the supplement so that they can make a very empowered and valid choice.

The body is able to heal when we impact the underlying cause of imbalance through change. What change? We can only know by discovery of what is causing the imbalance.



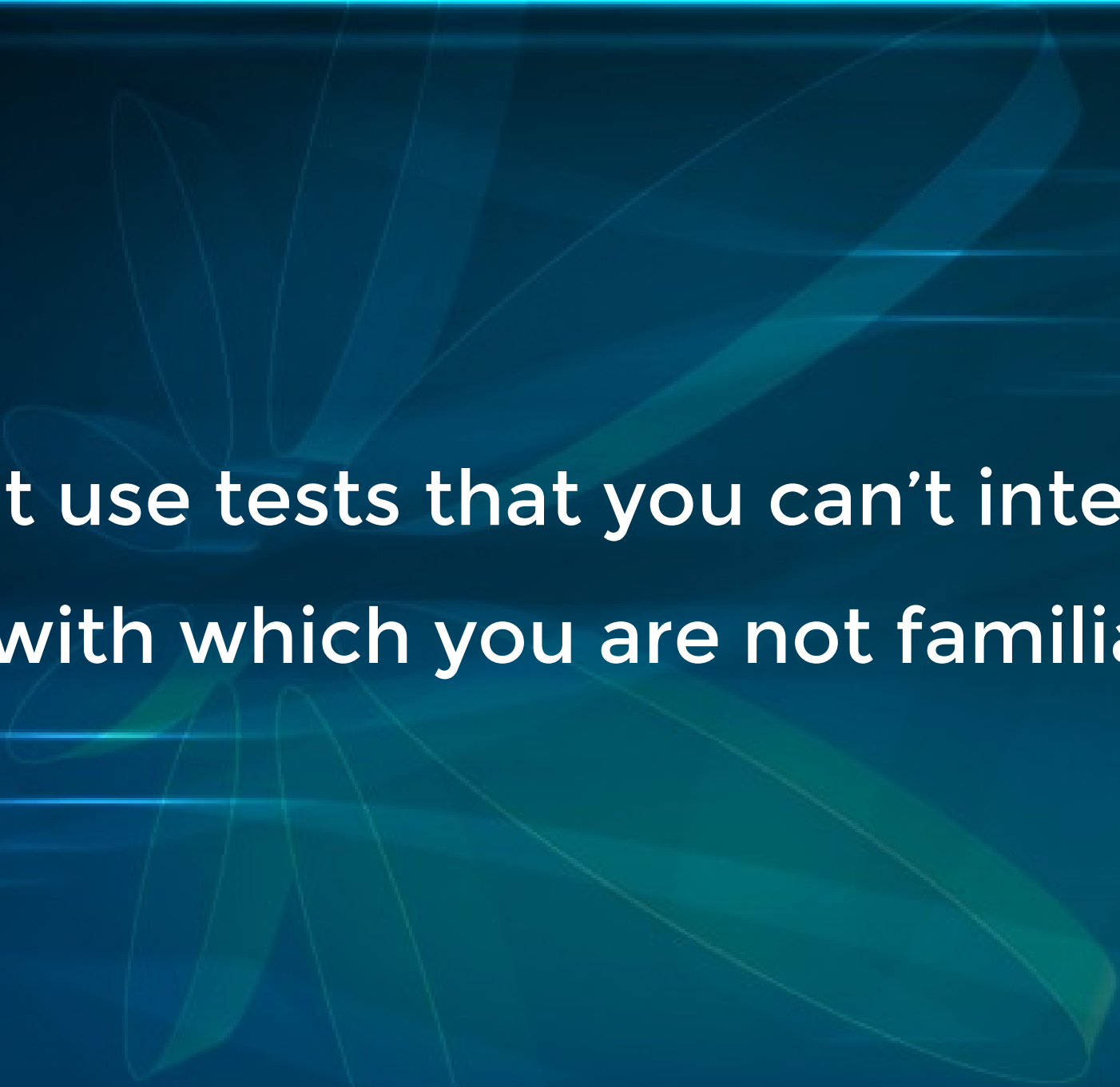
Supplements don't heal, they support.



Lesson 3: Teaching Clients About Tests



**It's important to empower your client
with understanding test results.**

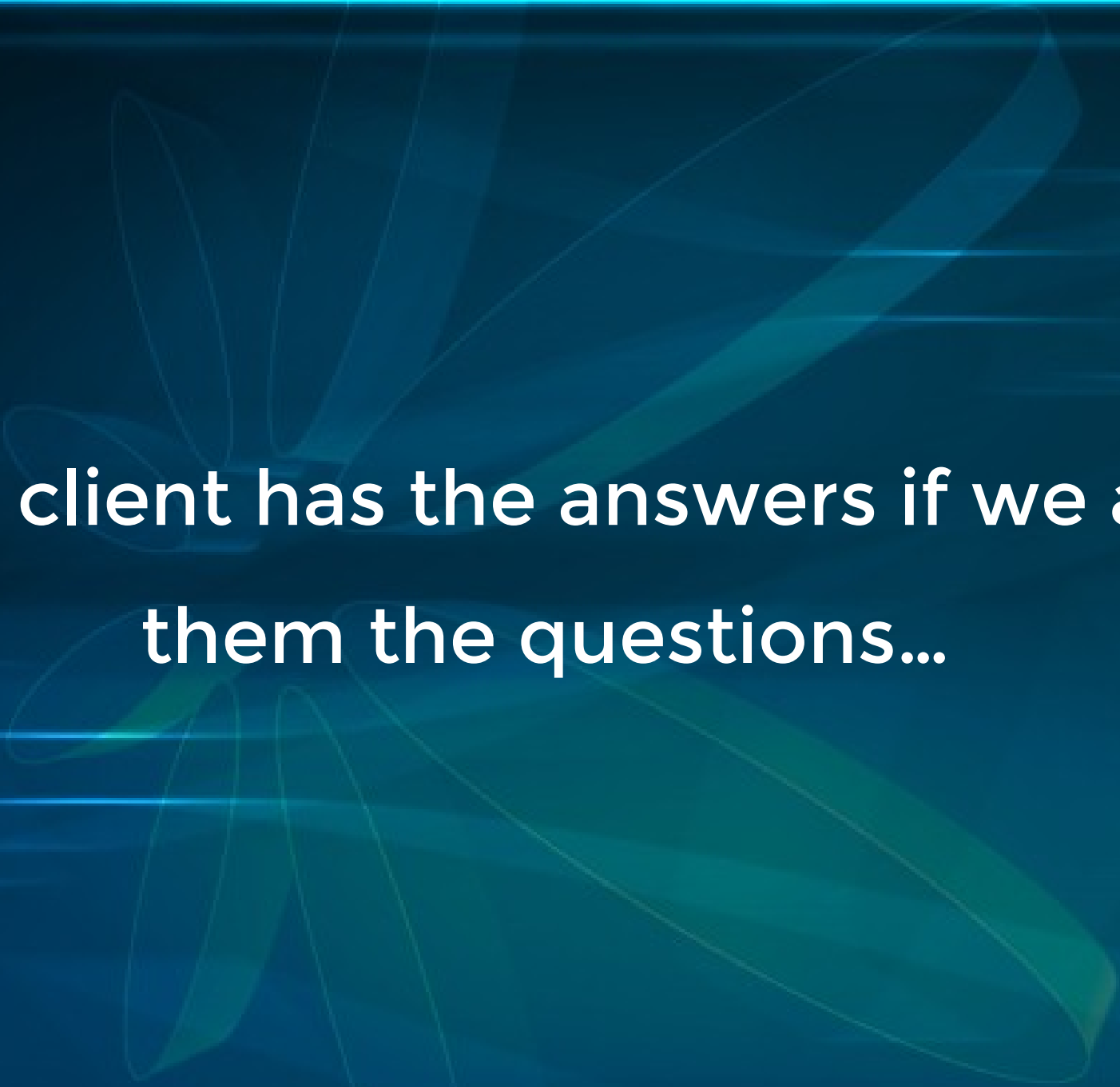


**Do not use tests that you can't interpret
or with which you are not familiar.**

- start with a class or instruction in learning the basics of the test
- use friends, family and yourself to get comfortable with understanding what you are seeing
- move on to clients once you have a solid grasp of the test concepts as we never stop learning patterns



What will you learn from the test?



**The client has the answers if we ask
them the questions..**



Blood chemistry testing shows us shifts in a person's biochemistry

You want the client to learn to understand what you are seeing in the bloodwork, the simple shifts that can help them stay healthy.



**Use available resources to help educate
the client.**

Lesson 4: Tools for Teaching the Client

**There is a huge difference between you
telling the client what to do and your
guiding the client and educating them
with your knowledge.**



Why are the tools so important?

Food & Mood Daily Journal

Meals		How Does Your Current Diet Serve You?		
		POSITIVE REACTIONS	NEGATIVE REACTIONS	
TODAY'S DATE: 4/21/20		Place a check to the left of all descriptions that describe your experience 1 - 3 hours after each meal		
Time Eaten: 7 am Breakfast: coffee toast w/jelly cereal milk (almond)	<input type="checkbox"/>	Feel full, satisfied	<input type="checkbox"/>	Stomach is full but having mouth hunger
	<input type="checkbox"/>	No strong, sweet cravings	<input type="checkbox"/>	Needing a sweet food to feel satisfied
	<input type="checkbox"/>	No desire for more food	<input checked="" type="checkbox"/>	Not satisfied with how the meal made you feel
	<input type="checkbox"/>	No hunger	<input type="checkbox"/>	Hungry soon after eating
	<input type="checkbox"/>	No need to snack	<input checked="" type="checkbox"/>	Needing a snack
	<input type="checkbox"/>	Energy is restored	<input checked="" type="checkbox"/>	Meal caused a lack of energy
	<input type="checkbox"/>	Energy feels balanced	<input type="checkbox"/>	Meal caused you to feel jittery or anxious
	<input type="checkbox"/>	Energy seems to last to the next meal	<input type="checkbox"/>	Feeling wired but generally tired inside
	<input type="checkbox"/>	More food needed for good energy	<input type="checkbox"/>	Feeling sleepy or tired soon after the meal
	<input type="checkbox"/>	Less food needed for good energy	<input type="checkbox"/>	Feeling that eating more would make you feel better
	<input type="checkbox"/>	Balanced well-being	<input checked="" type="checkbox"/>	Mind is slow
	<input type="checkbox"/>	Sense of feeling stable and renewed	<input checked="" type="checkbox"/>	Thinking is hard and feels spacey
	<input type="checkbox"/>	Feeling emotionally uplifted	<input type="checkbox"/>	Too many thoughts all at once
	<input type="checkbox"/>	Improved clarity and sharpness of mind	<input checked="" type="checkbox"/>	Poor focus or concentration
<input type="checkbox"/>	Thought processes functioning well	<input type="checkbox"/>	Negative feelings become apparent	