

I want to welcome you to Module 5, which is also Tenet 5, Teach the Principles of Healthy Living and Preventative Care. So one of the things that we have talked about along this entire journey is the fact that we are practitioners, we are coaches, we have different roles, but the approach is about teaching that is who we are, that is our role. That is that of a teacher or an educator. So we're going to start today with lesson one. What is a great teacher? What are the attributes of a great teacher? Now what we do is so much more than just help people.

We're training, we're educating them to learn how to be healthy. And I think even more importantly than that how to stay that way. When I was in school I had a teacher that wrote something along these lines and I want to go ahead and talk about this here. I want to read what she wrote because I think that as teachers, as educators, it helps to put into perspective what is expected of us and what we do and how the client sees us. So let me start with this. She says, can you cure me, doc? And I say, no, I can't.

I also explained 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 that they sit down, I tell them that this is a 90-10 relationship. They are 90% responsible for their success and failure. I am 10% of the equation.

I'm 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 and spiritual wellness, they will have success, but they are required to give 110% as I give 110% to them. Do I believe in the body as an amazing machine? Yes. Do I believe that they can recover from horrible diseases? Yes. Do I cure them? No. I teach them. Doctor means teacher.

I teach them the choices and environment that they make and expose their body to will determine the results that they get pertaining to health, which is both emotional and physical. A good, healthy environment equals a good, healthy life. As practitioners, our job is to teach and empower, not cure. It is to inspire hope and education. What we cure is the misconception that you can make poor lifestyle choices and still have health. We cure the symptom repression pill policy. We cure the need for titles and ego boosters.

So how do I respond? I simply say, yes, I can cure your need for others to tell you what's good for your health. I can cure the need for owning a dis-ease of the body. I teach my clients to take their health back into their own hands. So I want you to take a minute and really think about all that this teacher described. She's just like you and me. She does the same work.

This is her belief that we have a responsibility to, in order to be a great teacher, to step back and to let that client take on the majority of the responsibility. Now, let's get into a few different ways of attributes that actually make up a great teacher. So we're going to first start with respecting the client as the client's ideas and opinions are valued. And they are actually feeling very safe to express their feelings to you. They're comfortable in this space that we've created, which is their session. So respecting the client in that way helps them to open up and be very candid and honest with you.

And of course, that's what we need in order to help them. We need to understand what's happening within their body. Now, what else does this do when they feel that lack of vulnerability and they can be honest with you? Well, it helps them to become more mindful and to become more aware of what's going on in their own life. Now this is where they start being able to see the clues that you need. And now they may just become more aware of these clues and they're able to share them with you.

Another attribute of a good teacher is setting high expectations. So setting high expectations is keeping in mind that this understanding, that keeping these expectations that you have for the client and keeping them high, but still keeping them in line with what you know that client can achieve, will support who the client is. Now, our clients are in all different places. Some are all on board, they're ready to go, ready to do the work.

And yet, some we know are holding back a little bit for other reasons. So you've heard this phrase time and time again, meet the client where they're at. And yes, that's part of what this phrase means. So you are understanding their position, their place in this work that they're doing. But you are still keeping the expectations high. And this is going to affect the client's ability and desire to give back especially to us as much as it is expected of them. Now you can just imagine that if we don't have any expectation for the client well what are they going to have for themselves? Most of the time they're going to look to us for guidance. You know that's why they're here with us.

And if we don't have any expectations, there's not going to be a whole lot of desire and motivation to do the program fully. That's the part they give back to us. It's a wonderful little circle when it works well. Another attribute of great teacher is continually seeking to educate yourself. A love of learning and sharing is also going to inspire your clients to start to learn more about themselves. It's just a domino effect.

So it demonstrates to the client that number one, the issues that they came to you with are important to you and that you are going to keep seeking out answers any way that you can. And number two, you're trying to educate yourself to be the best for them. So that's really an important part of what the client sees and it strengthens the bond of your relationship. Now another attribute is flexibility. So a great teacher knows that not everyone learns the same. That's important to know because you're going to take the time to work to understand how to best convey these facts and these clues and this key information to your client.

Then you have to be flexible in your delivery methods. You have to be creative in your delivery methods. You have to create stories and analogies. Whatever it's going to take to help that client learn and understand and question them to make sure that they do have an understanding of what they're doing and why they are doing this work. The last attribute that I want to focus on is being a skilled leader. So, guiding by leading is an important piece of being a teacher and one that can help grow and build up that client to take their own leadership position in their own health investigation. I feel very strongly about this. Let's use an example here. So for example, you come in as the lead investigator and you've got this a newbie detective who's the client. You want them to take over because you're going to retire in a couple months. So you have to teach them every single thing that you know and how you arrived at some of these answers.

Now this is exactly what you're doing with your client. You are 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 to me without any doubt the greatest gift that you can give any human being. And when it comes to the client and how we're teaching them I think one thing that stands out in my mind is the opinion. So I want to talk about this for just a moment. I had posted in a group one time about opinions and what it means to share our opinions with clients. I mean this is what we're doing when we meet with them. They ask us questions, and a lot of times we don't have a black and white answer. We only have an opinion to share.

And I thought that the post was important enough to include here because the client is looking to us to be able to share and educate based on what we know and what we've learned. Now, they know that we've been doing this for a while and they're absolutely wanting to be able to go forward with that. So when it comes to our opinions, they are giving credit to our opinions, they're listening. And what I think is one of the most important things about this is the opinion that you share is going to

carry a lot of weight.

So don't just rely on your opinion. If all you're doing is sharing your opinion and then expecting the client to blindly 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 have to start helping people form their own opinions. Now this is why many times you'll hear me talk about this, I don't pick out things for my clients. I have them do a lot of this detective work into supplements and resources because out in the real world without me this is what they're going to have to do. This is what they have to know. So getting into the post that I shared I said opinions will grow with us and many times change over the years, replaced by new opinions.

It's good to share and discuss our opinions on health topics with our clients, but not to the detriment of removing the empowerment that they are gaining by having them rely on us for their health information. This is why, above all else, we have a responsibility to teach our clients how to research and discover what's best for them as individuals and not to rely solely on our opinions. Sharing our opinions and beliefs is great, as it helps start our clients on a healing path, but encouraging them to discover their own truths along the way and teaching them to learn what is best for their health, even if it's different from our own beliefs, will help them continue to explore what will benefit them best for the rest of their lives. It helps us also to honor the true aspect of individuality. We are giving them guidance on how they themselves can learn to find out what their bodies need and then provide it. So for an example, if a client wants to try using a protein powdered drink, now, I personally don't care for them.

That's my opinion. The client may look to me to tell them if protein powder is good or bad, but I can't do that. I cannot determine how it will affect them or their individual health. What I can do, though, is drop my opinion and instead educate them on all I know about it, good and bad, and provide resources to help them investigate further. They will need to determine if it's good for them and their health. Now, this does three things. It prevents them from relying on my opinion only.

It teaches them how to form an opinion so that they are in control of their own choices. And it teaches them to investigate and learn what is best for them. Seriously, many clients don't even know that they have this choice. So I'm saying help them build those choice muscles. When it comes to opinion, ours will always grow and change as we grow and change and continue to learn. The gift you give though is not of opinions that can change, but instead is teaching a client how to grow and how to keep discovering their own unique health needs. Now, I want to move into a different area. We're going to talk about how true treatment is training. Now true treatment as training really goes back to teaching and who the client really is in this relationship.

So this information that I came across a long time ago, it's from a handbook called Nature Cure. And this has been around for about 250 years and to my knowledge it's a belief system, it's a type of modality, it's a type of practice like functional medicine or homeopathic medicine or orthomolecular medicine. This particular book was written in the early 1900s by John Fielder. And I found that this was pretty interesting when it comes to teaching and the mindset of clients. So Mr. Fielder wrote, 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 quote, take away the disease, unquote, without involving the patient in either physical or mental exertion. These treatments do not recognize that the disease is a part of the patient, not something which has made unlawful entry into his body. It is nothing more heroic than a state of filth and disrepair into which the patient has allowed his system to fall.

The main causes are the patient's own behavior, character, and environment. None of these is significantly affected by the purchase and consumption of a concoction which may jolt the body into some form of physiological reaction. To many, the financial outlay can be a very real sacrifice, but it

does not in any way serve as a substitute for self-discipline, intelligent understanding, and the personal and sustained effort which the patient must be prepared to expend if he is to regain genuine health.

In a later section, he concludes, the implication that the patient need make no attempt to mend his ways is part of the philosophy of the Orthodox medical school. So, giving the client supplements can be viewed as a financial expenditure if the client is not making any attempt to change his diet, lifestyle, or environment without getting the basic foundations of health in place. This is true, and we've seen it. We know the truth behind what was written here. So what are we teaching? What training must happen in order to help the client get themselves to a healing environment.

Giving the client supplements, as I noted, can be viewed as a financial expenditure if the client is not willing to make changes. Physicians are giving medications to treat conditions, and while they potentially encourage the patient to make diet or lifestyle changes, the medication is given just the same, regardless of compliance. So in other words, the patient doesn't necessarily have to make any changes for the medication to work. As an example, many diabetics, they refuse to stop eating poorly for their condition and instead, they're solely relying on the work of the medication to keep their glucose lowered. So in that small example, the patient does not have to exert anything. They don't have to make changes. They don't have any skin in the game. They're just taking a pill. So we have a very big responsibility when it comes to teaching.

This is a critical difference between what a licensed physician does and what we do. 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 and they might end up on many medications by the end of their life due to their rapidly increasing conditions. Now, we have the opportunity to teach people that there is a different way, as in here are some things that you could change in your life to support being healthy, and here's how you change your environment.

We are allowing people to do the work and see the advantages of all the health resources and modalities, and make the kind of choices that incorporate being able to seek medical help and that which they can also use on a daily basis to do the best they can for their body, to keep it healthy and happy. I see the relationship between these roles as being very symbiotic. So, your role here as a teacher is going to be hard, but it's going to be very worthwhile. We're teaching clients that they can control and how to monitor things about their health, which is diet, lifestyle, and that's why when you hear others speak of how important our role is, you need to think how different that role of educator is from a doctor's role and how supportive it is to humankind as a whole.

Now, I see almost no crossover in these roles with the exception that both are concerned with health in general. Doctors treat, we teach. A doctor is involved in medicine, diagnoses, medications, and me? I live in the building of teachers, of educators, who are offering the biggest empowerment of all, which is showing the client that they have choices in how they live their lives that will directly impact their health. So when we use the word health in that way, it sounds like we're health professionals, right? Well, what if I said just play along with me? What if I 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're much happier, and they have hope, right?

I know that that sounds silly, but saying it that way, we see that what we do is really not in any way associated with health or healing. And the point that I am making with this example is that many coaches and unlicensed practitioners do compare themselves and their roles to that of a physician. And truly, these roles are worlds apart. So coming back to Nature Cure, you know, they chose this name because it means that they're focusing on the philosophy of living and healing. And Dr. Fielder was against the use of any form of medication, whether they were natural or otherwise, even including supplementation as we know it. And he believed solely in the ability of nature and of the

organism and its ability to heal itself, given the necessary care, attention, and environment.

So the only exception that he found was in the case of major trauma, where reparative surgery would be necessary. So this is a question that we have taken on before, but let's add to that. 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? Well, biology teaches us that dysfunction begins in the cell and that each and every cell has the capability of reproduction, response, and repair. So yes, the body heals itself. That's its prime directive.

But we have to do something in order for that to happen. We have to remove any and all causes of irritation. We have to allow the body to rest. So, I thought that, you know, this is a very fair question to bring up. And again, do we have to take medicine or can we rely strictly on the body to heal itself? And I would absolutely say that the individual situation may call for both. Sometimes a medication is necessary. Sometimes an antibiotic is necessary. So I'm bringing this up because this also plays into your mindset as a teacher. Don't think that there's only one way or that your way is the only right way.

Be open to the possibilities and always keep considering what is best for your client and how you can educate them on all the choices, not just the ones that you prefer. So when we ask this question about the body healing itself, we must get comfortable that a medication could offer support to imbalanced conditions in the body, but healing of cells and within the whole body takes place only when we work to make changes that do support our healing environment. Now blood pressure medications, they don't cure a patient of high blood pressure. It's not like the medications bring it down to an optimal level and then the patient can stop taking it. Making changes in diet, lifestyle, and environment while on the medication though could help resolve the underlying issue, and then potentially they could remove the medication.

This is the difference between what may be needed to prevent death and what is needed to support life. This brings us to our final thought in lesson one. What then is our role with the client? No matter what license we have, or that we don't even have a license, no matter how many certificates we have, it doesn't matter how many years we've studied, or even how many initials we have chosen to add after our names in our signature line in our emails.

No matter the modality, when we choose to practice as clinicians, as practitioners, as coaches, we are teachers. That is our role. And you can call yourself a coach, you can call yourself a functional medicine practitioner, a consultant, or hey, you can choose to be the happiness expert that we mentioned earlier. I don't care what you're calling yourself, but ultimately your role is as a teacher. We teach others to see what we see as imbalance in their bodies. And we teach them about what balance in the body should look like. We teach them what they need to know to balance it out or correct it.

But that doesn't mean that there's no coaching in there. That doesn't mean that if you have a license, that you're not necessarily doing something from a medical standpoint in there. But I want you more than anything to recognize what your true role is here as it applies to functional medicine and with any modality that uses these tenets that we've gone over. What are you there to do for this person? What is the expected outcome? And it's my strong belief that you're seeking a more positive health outcome for that person based on what they're telling you, based on their own needs. And you're directing them how to find out.

I mean, this is quite the partnership and I used this word earlier I want to use it again it's a symbiotic partnership. This is a beautiful relationship when it works well because the client is learning from you and then they start gathering more information they tell you the information that they've gathered and you are recording the information on a client map or a matrix and you're discovering more and

more about them and what they need and then you're using that information to understand better what is happening in their body and then you're sharing that with them and this becomes such an educational circle of information that the client is utilizing and continuing to build their health.

Now, being a teacher, we don't treat or diagnose. So what does it mean to teach a client? It means empowering them to become actionable and learn how to take care of their body. That's what this means. If you think that you are fixing them and you lead them to believe that you are fixing them, then you're not empowering them. Think about that. Now initially, they're going to be dependent on you. They're going to be reliant on you and your knowledge should be helping them move forward. Your instruction should be continually teaching them to be mindful of the clues that their body is presenting. So, you are asking them to look far beyond these ranges that we might see on a test and learn what it is in their life that works to support their health. Do you believe that you are the one healing them?

Now I didn't say helping or guiding or teaching, I said healing. Are you healing that person? And I want you to think about everything that we just talked about from the respect of being a teacher in order to answer that question for yourself and to know firmly and without doubt that this person's body is doing the healing.