

Okay, I want to welcome you to lesson four, and we're going to discuss now the tools that we use for teaching the client. So before we get into the individual forms, I want to talk about your language as a teacher. So what is the language that we use when we're teaching and we're educating our clients. Now there's a huge difference between you telling the client what to do and guiding the client and educating them with your knowledge. We know this is true right from our first consult with the client. We ask them about their issues so that we can get an understanding of where they are in their healing process.

We ask them about their expectations and what results do they want, which is different than what results they expect. We repeat all of this back to them and we tell them that in order to get from imbalance to balance, they need to do to heal. And to a client, I would even say, Sally, if it were easy and if I were treating illness, I would just give you a plan, a pill, and send you on your way. Now, if I do that, though, it won't be specific to some general protocols and you won't discover your own specific needs for healing. So if instead of trying to heal Sally and treat her conditions you were only taking one step at a time and gathering clues and helping her figure out what she needs to do to allow her body to heal, and not heal individual conditions, but finding the full body support she requires.

She will then take the language that you're using, and she is going to learn about her own role in this partnership. So why are these forms so important? You know, we have talked a lot about asking questions and investigating and researching. And I have said at each incidence that we have to understand why we're asking the questions that we are. We have to understand what are we going to do with the information that we gather. And these forms are a very simple way of getting information about your client that can help you learn the most about what their needs are.

So these forms are just an exchange of information that number one is just that, it's just that simple. It is an exchange of information to help you learn about your client. But number two, it's also teaching the client to be very mindful and aware of what's happening in their own bodies. Now, there's several ways to gather this information. It can be through the exchange of simple forms such as PDF forms, but it can also be forms that you develop on Practice Better or in Google Drive, and I will show you the form that I've developed for you to use in Google Drive if that's how you work with your client.

And that's a great way to work because it does allow for real-time edits and you can get in there with your client and you know in the middle of your session and have a really good discussion and they can see in real time what you're adding to the form or changing and making sure that the information that you're adding is correct. So whichever way you find to be the best setup that's going to be your choice but keeping it simple for both you and the client is important. Now this form that I have online is the Food and Mood Daily Journal. So when I start with a new client, I will give this to them and ask them to use this journal for at least three days. I prefer more. I would love to have six or seven days worth of this journal because then it really does cover many different days and different scenarios and different types of food. So as I mentioned before a lot of times the client is not aware of how they feel after they eat. I can't explain it, but I will tell you that many times if you've got a very strong personality, you don't have time to be bogged down by symptoms.

And therefore those symptoms are just pushed to the side and ignored. Now if somebody came to you, a client came to you, because they wanted to work on their health and you ask them, well, what symptoms do you have? And they said, I don't have any. What would you do? Well, in many of these cases, our clients know the big symptoms because they are strong pain points. But they are not aware of the smaller symptoms that make up the clues behind what's actually going on with them.

So, looking at the Food and Mood Journal, this is in a PDF form. Very easy for them to complete on

their computer and to save it to their computer. And we're gonna go through all the steps that are included here. But again, I try and stay away from forms that they have to print out, complete, and then somehow manage to get back into their computer to either email to you or to upload to practice better. Clients don't always have the ability to do that, whether it's the knowledge or just the peripherals themselves that they don't own.

So in being very conscious of how to get this information without making it too difficult on them, I came up with this particular way. So in this form it's completely fillable online. It's a fillable PDF. Okay so when I start with this Food and Mood Daily Journal. This is our first step in this journey because it has multiple reasons behind using it. Number one, I'm going to get some information about what they're eating, but more importantly I'm going to get information about how what they are eating is actually making them feel. And we have to be cognizant of the fact that a lot of people, they're aware of their big symptoms, but they're not necessarily in tune with their bodies. It's very, very easy for somebody to eat food and not feel their best, but push through it anyway.

And I hear that the most with people who are eating foods that are depleting their energy and they're not making that connection. So it might not happen in the first 20 minutes of eating. It could happen two hours later and be related to the food that they're eating but they don't realize it because it's at a different time. So in order for us to be the best investigators that we can be, we have to understand that they may honestly not be able to tell us how food is making them feel. And this is where the Food and Mood Journal comes into play. So this particular journal is an affilable PDF. is a copy that you'll get that can be uploaded to Google Drive. Now, how this starts out is they're going to put the meals that they're eating in here each time they eat and the time eaten.

And the goal is for them to eat the meal and according to the directions here, describe their experience one to three hours after each meal. So we have a list of positive and negative reactions that can be associated with the meal that they just finished. So we need them to start learning and become cognizant. Now I've mentioned this to you before, but I want to say it again, that every single client that I have fills out the Food & Mood Journal.

Some like it, some don't, but 99% of them have come back to me with their Food & Mood Journals, and they are excited. I mean, they are seriously in the game now because they just discovered some new things about their health and themselves that they didn't know before. That's empowering. That's why they're excited.

Because they feel like they have a chance. There's hope that they can do this. They discovered something new about themselves and I'm just as excited for them. So you'll instruct the client how to fill this out and it's very, very easy. So first of all, if they just click in today's date, there is a drop down button here and they can pick the date that they want to enter in. And the time, eaten, 7 a.m.

So we're gonna use Sally as our consistent client name that we've been using throughout the program. And for breakfast, Sally has coffee, toast, and we're going to also add in there with jelly and cereal, and that's with milk. But Sally is trying to be health conscious, so it's almond Now after breakfast, Sally goes to work and she's at work by 8. So between 8 and 10, she's going to want to fill this out. And Sally notices this is the time of day that she normally feels a loss of energy, just a loss of motivation and so she fills out meal caused a lack of energy. Mind is slow, thinking is hard, poor focus and concentration. She felt like she needs a snack because she was ready to have a snack when she was filling this out. Not not satisfied with how the meal made her feel.

Now if you notice, Sally didn't fill out anything positive about this because she didn't feel anything positive. She only has negatives here. So she decides not to have a snack and she goes ahead and goes to lunch and it's noon. And for lunch, she's going to have a salad with creamy dressing. And on the salad, she not only has chicken strips, but she also has beef strips. And she has an iced tea. So

she's eating at noon, she's done about 1230, 1245 and goes back to work. So about 245, three o'clock, maybe even 330, she comes back to fill her sheet out. Now there's something that's just completely different that from breakfast and that is that she definitely felt full and satisfied. She had no desire for more food. It's you know 3, 3.30 she doesn't feel like she needs snack. She's got good energy. She feels like she's thinking better. So now Sally has filled out nothing but positive reactions. She does not feel apply at this time.

Okay. So, let's go on to dinner at 5pm. And for dinner, Sally has pork chops, planned, and a salad. And this dressing is going to be, let's just put oil and vinegar. And then she's going to add butter and sugar. Because isn't that how you eat sweet potatoes? All right so after she has dinner about 5 30 about 7 30 she's going to come back to this and she's going to go ahead and try and fill this out. She feels no hunger. She feels satisfied.

She doesn't necessarily feel the need to snack, but the meal again caused somewhat of a lack of energy. A little jitteriness and this one encompasses both feeling wired but generally tired inside. And she decides that that's how she feels too. And she feels like again there's poor focus or concentration and her mind is slow. Alright, so here she's filled out some positives and some negatives. And she turns this in to you. Alright, let's talk about what all this means. So Sally got up and having breakfast, there's nothing especially nutrient dense here. This is really just some empty carbohydrates and I would say a lot of gluten. But toast, jelly, cereal, those things are going to be the highest starchy carb type of breakfast that she could have. And again, the nutrients themselves are missing.

So she didn't give her body anything to get the day started. And it's worse than just fasting. She slept all night and fasted, and either she would or should continue to fast or replace this with a breakfast that is going to have a much more nutrient dense base to it. So, what did all of these carbohydrates and sugar do? Well, it created a deficit for Sally. And she was able to see, now wait a minute, normally this is the breakfast that I have and normally I will start getting tired at work around 9, 9.30 but I thought I just needed something to eat that I didn't eat enough. Alright well that's true. She did not eat enough nutrients. So this is the discussion that you can have.

This is exactly what you are seeing here. That this type of breakfast does not benefit her health. So now we go on to lunch. Now on top of this salad, she's added a lot of protein. And she's checked off all the positive reactions. And she's feeling really good. Now Sally might think that she's feeling really good because she had a snack. This would work quickly for her. It would probably work, you know, within an hour of eating or shortly after eating. One of the biggest advantages to protein and fat is its ability to satiate. So Sally checked she had no need for a snack and she wasn't feeling that 3 o'clock drop that not only did this supply her with the nutrients that she needed, but it also probably stabilized her blood sugar.

Now we look at Sally's dinner, and she had pork chops, salad with oil and vinegar, so there's a good protein, a good fat, and then she had a gigantic sweet potato with butter and sugar. The cascade of badness that happens from mixing carbs and fats in huge amounts is quite amazing. We can have carbs and proteins, we can have proteins and fats, but carbs and fats, they don't like each other and they do create reactions in the body. So what did we learn from Sally's dinner? Well, she ate a lot because she was pretty full. That might explain why she didn't have any hunger two hours later and didn't feel the need to snack. But again, she noticed some drop off in energy and some jitteriness.

Okay, and I'm thinking all the sugar from the sweet potato and the table sugar that she added. Probably had something to do with that. Feeling wired but generally tired inside. Again, the same thing. Mind is slow, poor focus or concentration. Well, you know, when we get that sugar high that can create brain fog and keep our mind going very slow. So how is it that we talk to Sally about this in particular? Well, we just tell her, this is her. This isn't something that we had to figure out.

She was able to figure this out. So you ask her, what type of foods do you see on here or meals could be changed out or include something different. Okay, we talk about, you know, the different aspects of what foods to eat and I am not telling clients what foods to eat. I need them to play around with the foods that they enjoy and that are healthy so that they pick what they want and they learn what they want. So in this instance, in breakfast, we could say, well, what about removing the cereal or the toast and jelly and adding in some eggs? What if you tried that, Sally? And if you try that and you fill this form out, you might learn how that combination makes you feel. Again, I'm not telling her what's right or wrong. Sally is the only one who can tell me what's right or wrong. And we know this by looking at the form that she's completed.

Looking at lunch, we might suspect that Sally does a great job with a higher amount of protein. Now, we don't necessarily know that Sally has an issue with carbohydrates, and we don't need to go there. But we're just letting Sally gently walk through this little exercise to see what she learns. Now for dinner, again, while there was some fat, there was some protein. There was an inordinate amount of sugar. And so maybe now, between us and Sally, we can discuss this and we can see how sugar might be affecting her. And it's not to say that she should not have a sweet potato, but maybe she needs to play around with having a smaller sweet potato and maybe butter but no sugar or much less sugar.

And so she can do that. If all she has are huge sweet potatoes, she can bake one and cut it in half. And then try and see how she feels. This is all about how Sally feels. And us being able to get the clues from this. Now you remember we talked earlier about removing, replacing, and rebalancing. And that's definitely something that we can do here. Remove a food that's not working, replace it with a food that is, and see how that rebalances how the form is completed.

Okay, now let's move on to the timeline form. And we've talked about this in different variations. And this is already filled out a little bit just to show you as an example how this is used. So the timeline form allows the clients to gather data about life events or illness and the symptoms that they have experienced along the way. It allows them to start seeing things that are correlating and coordinating with events in their life or other things that may have brought on more symptoms. Okay, so it starts from birth to 15 years and then 15 to 25 years and it goes all the way through 55 years old to current.

So this is the timeline. Now everything above the timeline are small boxes where they can fill out a life event or an illness. Everything below the timeline is a list of symptoms. That's how you want to describe this to them. So when Sally filled out her timeline, she noted that there was fatigue in her early teens and she had chicken pox as a young child. Again, the symptom wise, there's fatigue and chest colds that were very prevalent through the time that she was 15 years old. Now, between the ages of 15 and 25, she got engaged and she got her first job right out of these are busy and exciting times. This is the good stress and it's called eustress. But stress is stress and it still has a lot of the same physiological actions on the body. Now some of the symptoms that she noticed were she felt stressed. So it was all the matter of getting married and getting ready for the wedding and the fear of starting this first job.

The fatigue was still there. Now between the ages of 25 and 35, they moved, they had two children, and of course they got married. So stress still listed as one of her symptoms and stomach upset and gas and bloating. Now the reason that she put these down is because they were very consistent. They happened all the time. From the ages of 35 to 45 there was a loss of a very close family member. She remembers back when she turned 39 that all of a sudden everything in life just got beyond busy. Then she added a new job into the mix. So her symptoms started increasing. Now sleep did not come very easily. And again, fatigue is involved in this picture of symptoms. Now, it's not just gas and bloating, there's always constipation. And notice that gas and bloating traveled over

and continued along the way, but constipation is there. And now she also feels queasy with some meals.

This form is not only to give you data, it is to allow Sally or your client to see that between these life events and their symptoms, but it also lets them see what symptoms might have been traveling with them throughout the years. It gives you the basis to ask certain questions. So I wanna know from Sally, I wanna understand what is this fatigue? What does she think it came from? I'm not trying to guess. I don't have the crystal ball.

I have no idea why Sally was fatigued. But Sally knows. And this is why we don't fix anybody. This is why we use this data to be able to engage our client in a conversation and they can relay information back to us. Okay, now we're going to move on to the MSQ and results form. Now this form is an Excel spreadsheet. You can upload this directly to Google Drive and you and your client can share and use it on there. I find this very beneficial just because we can use this as a way to track symptoms, it's a way to see if symptoms have improved because you can make more than one sheet, and this is also a great way to track supplements. So on the multiple symptom questionnaire, you have them complete their name and the date. And I know that you all are familiar with how these questionnaires work, but they fill it out, one through four. Occasional effect is mild, frequent, effect is severe.

So this form is set up, again, to be used by the client, which you can email this to them, even if you don't use Google Drive, you can email the form. And it's set up so that it makes it easy for them to complete the form online, save it to their computer, and then email this to you. I mean, this is ultimately what we're looking for, is to make this easy for the client to complete. And when they fill this out, it auto adds all of their scoring up for them.

So if they say headache is a one, and faintness, no, dizziness is a two, insomnia is a four. Okay, well, we can see in the head section they've already totaled up 7. And then let's scroll down and we can see their grand total, which will be the addition of all of these sections, is already showing that at an end. So we go through and they and excessive mucus, that's a three. And they've got hives, that's a three. Arthritis, that's a two.

Energy fatigue and sluggishness, that's a four. They have mood swings, that's a four. And for other, they want to add in something that's not on here. And it's constant hunger. You have to really watch the words that people use to describe what's happening with them because they're gonna pick their favorite words. They're gonna pick words that they feel truly describe the problem.

And the fact that they even want to add something on means that it's important, it's critical to them. So this constant hunger, they're going to give that a 4. So here's our grand total. In two months or one month, however long you decide, you have the client fill this out again. and include it here or you can right click and move or copy the form. My suggestion is that you just keep a stored copy that you're not using in order to make a copy. And when we get more into working with the client, we're actually gonna be working with these forms and I will show you more about where this copy is, where you can hide it, where the client can't see it.

But having a blank copy within the form itself, it allows you to just pull from there as a blank copy and keep adding sheets across the bottom that they can complete. So now all of their information is in one Excel form and it just makes it really easy.