

**Teach The  
instructor  
How To Teach EM  
Level 2**

By Ethan Borg, M.A.OM, L.Ac.

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## Introduction To This Guide

Welcome to the Teach The Teacher Guide for EM Level 2. My goal is to spread EM Energy Medicine far and wide as quickly as possible to protect this medicine and to increase the bubble of people who are protected against infectious disease with EM. I would love for EM to grow in a viral manner, and with this in mind, I encourage all EM Level 3 Practitioners to not just be healers but also educators as well.

EM Level 2 is taught in a standardized model. The purpose of this is for all EM Practitioners to have the same basic level of understanding of tools, methods, and strategies so that we can work together as a cohesive community where we speak the same language. There is room for you to add your own unique flare to your classes, but all instructors of EM must cover the same material in this guide so that Practitioners in Mozambique and Practitioners in Salt Lake City Utah understand the same terminology and follow the same underlying healing principles. Once people share the basics, there is room to grow in every possible direction with your own additional classes that you offer outside of the standard EM curriculum.

One of my great strengths in life is in generating theory and content, which has been pivotal in creating EM. Where I tend to be weak is in the sustained energy necessary to maintain the and propel a project forward. I cannot express to you in enough grand words and vivid detail how incredibly excited I am that you have chosen to teach EM Level 2. Your energy supplements my own and by working together we are able to help EM grow the way it must in order for it to compete in an ecosystem of ideas that is already far over-crowded. EM deserves not just to survive in this ecosystem, but to thrive, since it offers so much incredible value as an alternative medicine.

Before we begin, first and foremost, I want to say: Thank you for helping EM survive, grow, and succeed!

## Basic Elements To An EM Level 2 Class

EM Level 2 classes are full day, 6 hour affairs. A substantial amount of information is covered. Incredibly important EM skills are introduced. The EM Level 2 class is in many ways pivotal for the future success of EMers. In addition to class time, EM Level 2 classes include the EM Level 2 Curriculum book. There is also an attunement process that is shared between the class teacher and Ethan Borg LLC.

As part of this class, you are responsible for sending your students the Attunement Treatment. Ethan Borg LLC provides your students with the final attunement necessary for to Level Up your students, without which your students will not be able to practice EM Diagnosis or send EM Level 2 Treatments. Additionally, my company will supply you with the curriculum books for your students. These books are a mandatory element to learning EM Level 2.

The process of running an EM Level 2 class is as follows:

1. Sign up with Ethan Borg LLC as an EM Level 2 instructor
2. You advertise and market your classes and generate a student roster for your classes
3. You collect payment in advance for your classes
4. Ethan Borg LLC sends you curriculum books
5. You submit your student roster (see the requirements for this later in this guide) to Ethan Borg LLC
6. You send students who paid the class fee the Attunement Treatment preferably 24 hours ahead of class time
7. My company finalizes the attunement to EM Level 2
8. You make copies of the forms in this guide as class handouts

9. You teach the class
10. You mail us our portion of the student fees (see the chapter on dividing the revenue)
11. You keep your share of the revenues (which is significantly larger than our cut)
12. You love it so much, you start planning your next class!

As you can see, teaching EM Level 2 is a collaborative process where we work together to help Level Up your students. In this way, you are not all alone in the processing of teaching EM!

## Sign Up As An EM Level 2 instructor

Only registered instructors in good standing are allowed to teach EM Level 2. To register, send an email to [support@qiinfusions.com](mailto:support@qiinfusions.com) letting us know your interest. Please provide a telephone number, email address, and physical address where we should send all of your curriculum books.

“Good Standing” means that you have paid us our agreed upon payments for the class for each student net 30 days, that upon randomly assessing your students we find that you are following the standardized curriculum found in this guide, and that there have been no complaints of inappropriate conduct or touching to us from your students.

Absolutely no kind of discrimination based on race, religion, sexual orientation or ethnicity is allowed by our instructors. No sexual misconduct is allowed, which includes uncomfortable sexual innuendo, inappropriate touching, and/or sexual coercion.

In other words, it is very easy to keep a status of “Good Standing” and very hard to lose it.

“Net 30 days” means that payment of our portion of the revenues is due within 30 days of the completion of your class.



## **Advertise And Market Your Classes**

The best people to market to are the ones you already know are interested in energy medicine. Friends, family, and colleagues who love this medicine are usually first in line to learn EM. Reaching out beyond your immediate circle is where things get more difficult. However, savvy use of internet tools, local stores, colleagues, and papers can serve as great resources for finding interested students. It is very likely that you will need to teach the EM Level 1 course before teaching EM Level 2, so include that as part of your planning process.

Most health food stores have neighborhood event listings. You might even consider offering your classes in these health food stores if they have classrooms in order for you to take advantage of their internal customer advertising which can range from signs in the store to listings in their mailings.

A fantastic tool for marketing your classes is Meetup.com. With this tool, you create a group in your local area. People with like interests sign up. You can then solicit them about classes. Meetup has its drawbacks in that it costs money to be a Meetup organizer, which you can offset with optional dues you charge your Meetup group.

City Papers and other weekly papers often offer Event listings where you can list your classes. You may need to provide plenty of advanced notice in order to make sure you meet their closing times for publication.

Creating fliers that you leave in alternative health care offices and yoga studios may also be an effective method of drawing attention to your classes.

## Payment

The basic EM Level 2 cost for students is \$275. Different locations around the country and world push the cost upward or downward based on local rates. If your locality needs a special rate, you will need to negotiate that directly with Ethan Borg LLC before you change this basic rate.

According to our basic cost structure, you keep \$150 per student and Ethan Borg LLC receives \$125. Within this rate, you will need to deduct the cost of marketing and copies which are fees that you are entirely responsible for. We deduct the substantial cost of books and their shipping out of our revenues, so there are costs for both of us that are part of the cost of doing business.

There is no limit to the size of your classes and teaching up to 30 students at a time is possible with EM Level 2. How large or small the group you teach is up to you and your marketing and educational skills. Our largest EM Level 1 class so far was 85 people and this posed no difficulty at all. With EM Level 2, it may be difficult to work with this many people without additional teaching aids to support your work. The largest EM Level 2 class I have offered so far was 30 participants.

Payment is required in advance of class. There are always people who want to pay when they show up last minute. This poses some considerable difficulty with EM Level 2 since attunement is a two step process and you do not have control over the second step. So, receiving payment as far in advance of the class as possible is highly recommended. There are no guarantees that students who show up last minute will receive the attunement they need from Ethan Borg LLC in order to be able to perceive EM Diagnosis, which is a central element of the EM Level 2 class.

Prior to class, you are responsible for sending Ethan Borg LLC your entire class roster of pre-paid students. Please do not include anyone who has not paid in advance, as you will be liable for the fee we receive for all students on the list that you send. Upon receipt of the roster, each student is Leveled Up by us. You are also responsible for treating your students with the Attunement Treatment. In this way, you can tell your students that you attuned them to EM Level 2, which is important in building your reputation in this field and also building your relationship with your students.

You can receive payments any way that works for you, such as by check, cash, or credit card. Services such as Square, Amazon, and Paypal allow you to accept credit cards. Look into those services if you wish to accommodate this type of payment method.

After the class is complete, you send us our portion of the student fee. Please send payment within 30 days of your class to stay in Good Standing as an EM instructor.

## Submit Your Class Roster

Ethan Borg LLC needs your class roster of pre-paid students in advance of your actual class to assure that your students have Leveled Up in time to receive EM Diagnosis instruction by class time.

Information that we need from you includes: the student's name, physical address, email address, and a telephone contact number. We need this information for the following reasons:

1. This information is used to identify the student in order for Universal Qi to Level Up the student
2. Ethan Borg LLC will randomly send out after-class surveys to your students to make sure that our standardized curriculum is followed by our instructors

Please send your roster to us by email to: [support@qiinfusions.com](mailto:support@qiinfusions.com). We will send back a reply so that you know it was received. Make sure to receive that reply. **If you do not receive acknowledgment from us within 24 hours, then please contact us directly by phone to make sure that your email was received.** It is imperative that your students are Leveled Up by us or it may negatively impact your class if your students should end up feeling nothing during diagnosis.

## Send The Attunement Treatment

As an EM Level 3 Practitioner, you have access to the Treatment Rights to the Attunement Treatment. Therefore, you have the ability to attune your students. It is incredibly valuable to be able to tell your students that you have personally attuned them to EM Level 2, as this significantly reinforces your level of proficiency in EM. Sometimes people feel when they receive this treatment and other times they do not.

When a student pays for the class, at that time or the night before your class, send each student the Attunement Treatment. A student signing up to receive your class is providing consent to receive this treatment from you. Two possible ways to send this treatment include: “Please send Person X associated with the telephone number --- ---- the Attunement Treatment. Authen.” or “Please send Person X associated with the email address I am looking at now (while looking at that person's email address) the Attunement Treatment. Authen.” Telephone numbers and email addresses are unique identifiers which is why they work with EM.

## Materials You Need To Teach EM Level 2

As an EM Level 2 instructor, the will need the following items:

- A class list of all paid students to check people off as they arrive
- Handouts for every student
- The EM Level 2 curriculum book for every student
- Download the relaxation.mp3 file from the internet onto a device with speakers so that you can play this file for your class

If you have the chance to distribute the EM 2 curriculum books in advance of the class, that is a huge bonus. However, it is a great delight for every student to leave a class with a big gift and the EM Level 2 book is a great handout on class day.

Since EM Level 2 requires attunement by you and by me, this means you should tremendously discourage people from showing up without pre-paying. While you may be able to attune last minute on your end, that is not guaranteed on my end. Let students know pre-payment is absolutely essential for them to enjoy the class – and feel free to blame me personally for that, as it can take the burden of asking for money off your shoulders and squarely on ours.

## Handouts

There are several handouts that are official elements of the EM Level 2 curriculum. All students should receive these handouts. Again, this allows us to create standardization and uniformity across our student body.

In addition to the official handouts, you may create your own handouts if you feel you can supplement the official ones in helpful and important ways. So long as these handouts conform to the curriculum and do not include material that is not in the book, you do not have to pass these by Ethan Borg LLC for approval. If, however, you wish to include material not part of the standardized curriculum, then please send your supplemental handouts to us in advance of the class so that we can assess whether we feel they are appropriate for representing EM Energy Medicine.

We are a community of EM Practitioners and EM Instructors. If you have created supplementary handouts, please consider sharing these with other instructors to help everyone improve their instruction.

## How To Take Payment

Payment can be taken either in a low tech fashion or a high tech fashion. By this, I mean to say that you can accept cash, checks, or credit cards.

Nowadays, it is very easy to take credit cards without becoming a “merchant” and being charged outrageous fees. Square, Amazon, and Paypal offer credit card swiping options. Some or all of these also allow you to take credit card payments over the phone or input them from mail orders.



## **The EM Level 2 Class Curriculum**

The following pages include the entire EM Level 2 class curriculum. Each section of the course is broken down into the theory to teach, your goals as the instructor, and additional instructional elements you can add to facilitate greater student learning.

### ***What Is Our Goal In This Class?***

The goal of this class is not to teach the EM Level 2 Curriculum book. That book is too large to teach in a single sit-down class session. Instead, our goal is to cover some of the most salient issues in EM Level 2. First and foremost, we want to teach the limitations of our scope of practice so that people behave in an ethical manner. Second, we want to launch our students into the amazing world of EM Diagnosis. Third, we want to introduce important EM Level 2 treatments. Fourth, we want to set up anticipation about Leveling Up to EM Level 3 (which I hope you will help me teach as well, though the details of this have not yet been worked out).

# Class Outline

## **1. Section One: Introduction**

- 1.0 Take attendance as people arrive and give out handouts and books
- 1.1 Welcome attendees
- 1.2 Class Goals
- 1.3 Beginning the path
  - Allow yourself to be a beginner, open and full of future potential
    - Benefits: newness
    - Frustrations: not being an expert, accept this especially in lieu in diagnosis

## **Section 2: EM Level 1 Review**

- 2.0 EM Level 1 Review
  - Universal Qi and EM Events
  - Send EM Treatment
  - Don't abandon this treatment
- 2.1 Building one level on top of another
- 2.2 Differences Between EM Level 1 and EM Level 2
  - One flexible treatment versus 60 specific ones
  - Breadth over power
  - No diagnosis verses diagnosis
  - Very little theory vs a small incline in theory
- 2.3 Any EM Level 1 Questions Lingerin Before Jumping Forward
  - Language
- 2.4 Emphasizing The Ongoing Value Of The Send EM Tool

### **Section 3: Scope Of Practice**

- 3.0 Getting The Hard Stuff Out Of The Way First
- 3.1 EM Ethics
- 3.2 Scope of Practice
  - Not licensed
  - Not doctors
  - Recommending foods/herbs/supplements
- 3.3 Liability
- 3.4 Questions About Scope

### **Section 4: EM Diagnosis**

- 4.0 What is the purpose of diagnosis: story telling
- 4.1 Different kinds of diagnosis available in EM: visual, auditory, kinesthetic, and pulse
- 4.2 EM Kinesthetic Diagnosis
  - What Does Kinesthetic Mean?
  - The Structure Of EM Kinesthetic Diagnosis
  - The Challenge Of Kinesthetic Diagnosis
- 4.3 Review of consent and confidentiality
- 4.4 The Baseline
  - What is it?
  - Why is it so important?
  - Taking The Baseline
- 4.5 Practice Meditation Session (catch and release thoughts like fishing)
- 4.6 Learning Self-Hypnosis Script
- 4.7 Feeling Energy In The Room
- 4.8 EM Diagnosis
  - The basic request design
  - Your first diagnosis – feeling your internal organs: heart, spleen, kidneys
- 4.9 Partnering Up

Class Outline

- Granting Consent
- Diagnosing issues in the body
- Fungus
- Mercury
- Bone chips
- EM Tighten Tissues
- Fissures
- Strep
- 4.9.1 Questions

**Lunch Break**

**Section 5: Essential Concepts In EM**

- 5.0 What is balance
- 5.1 Microbiome
  - What it is
  - Why it is important
  - How we can support it
  - In EM Level 3 we learn ways to “weed it”
  - With partners look for pathogens in microbiome for EM balance H/M/E
  - Questions about the microbiome
- 5.2 Histo Quisquiliae
  - What it is
  - Why it is important
  - Where it gathers
  - When it is most symptomatic – at new exposures or excretions
  - How it affects hormones especially
  - Histo we treat in EM Level 2
  - Histo we treat in EM Level 3 and 4
  - Practice looking for histio

- stress hormone histio
- reproductive hormone array histio
- reverse T3 histio
- Questions about histio
- 5.3 Arrays
  - The definition of an array
  - Why we use them
  - Handout – types of diagnostic arrays
  - Example of diagnosing with an array
  - Example of treating with an array
  - Practice diagnosing and treating with arrays with partners
  - pathogens in the Reproductive Array
  - EM Wounds in the Infection Zone Array
  - fissures in the Sinus Array
  - Questions About Arrays

## **Section 6: EM Level 2 Treatment Tools**

- 6.0 Treatment Tool Handout
  - Going over the handout
  - Reading The Categories
  - Reading The Individual Treatments
- 6.1 EM Treatments as collections/groups of EM Treatments
- 6.2 EM Treatment Strategy of how one discovery leads to a set of common txs
- 6.3 Differences Between Send EM Treatment and Level 2 Treatments
  - Send EM is singular and comprehensive vs. Level 2 concatenations of TxS
  - Send EM has diagnosis embedded vs Level 2 has it embedded, but can be focused

- 6.4 Most Integral Treatments
  - Treating Pain
    - EM Inflammation Treatment
    - EM Swelling Treatment
    - EM Edema Treatment
    - EM Pain Treatment
  - Treating Pathogens and Their Toxins
    - EM Pathogens Treatment
    - EM Pathogen Toxins Treatment
    - EM Common Colds Treatment
    - EM Flu Treatment
  - Treating Emotions
    - EM Reset Emotions Treatment
    - EM Depressed Treatment
  - Treating Energy
    - EM Balance Heaven Man And Earth
    - EM Balance Yin and Yang
    - EM Balance Meridians
    - EM Energy Treatment
  - Detoxing
    - EM Mercury/Arsenic/Chromium  
6/Dioxin/Complete Detox Treatment
  - Treating Tissues
    - EM Tissue Treatment
  - Other Helpful Treatments
    - EM Allergy Treatment
    - EM Complete Detox Treatment
    - EM Restore Me Array Treatment
- 6.5 How to tie diagnosis together with treatment
  - Example with EM Candida Treatment

## **Section 7: EM Level 2 Resources**

- 7.0 Resources
  - Website
  - Baseline improvement tools
  - Video of EM Level 2 Class
  - Each other – community
  - Grow our community by teaching EM

### **Section 8: Leveling Up To EM Level 3**

- 8.0 EM Level 3

Approximate Time: 6 hours

# Section One: Introduction

## Overview

The goal of introduction section is to welcome the students and to create a positive frame of mind that will serve the students best when approaching EM theory, methods, and practices, which are significantly harder than in EM Level 1 and which might pose great difficulty for some students. The hardest part of EM is EM Diagnosis. It is easy to abandon EM if a person struggles with this skill. Many people find that they can increase their EM Diagnostic skills over time. Setting this expectation at the beginning is very important as our very first step in teaching EM Level 2.

## Stages in this section

1. Students arrive and receive their curriculum and handouts
2. Students are welcomed
3. Cover the overall arc of the day's agenda
4. Taking the mental frame of being a beginner

## Tips For Public Speaking

It is natural to feel tremendous energy prior to public speaking. It is also natural to interpret this energy as public speaking anxiety when in truth it is the energy you receive from people when they are thinking about you (in anticipation of you talking to them). You can help reduce public speaking “anxiety” by asking Universal Qi to retain in your system all of the energy you receive from your students that you should retain but to



release to those people who need it most all of the extra energy you receive from your students that you do not need. This helps reduce this public speaking energy and can make the experience much more comfortable to you as the speaker.

Before I begin my lectures, I commonly use the Send Clarity Treatment and the Send Confidence Treatment to myself. I find this combination is terrific for clarity of mind and generating a positive attitude about speaking.

### **0.0 Attunement**

As mentioned earlier, each and every student must be Attuned to EM Level 2 in order to fully participate in the EM Level 2 class. Attunement is a two stage process. The first is you sending the Attunement Treatment to your students. The second is Ethan Borg LLC Leveling Up the student. Please give us as much advanced warning as possible as to when you are offering your classes so that we can be anticipate receiving your roster in order to Level Up your students. Please sending your roster to [support@qiinfusions.com](mailto:support@qiinfusions.com). Expect a response from us within a few hours. If you do not receive that response, call us immediately at 585.568.7266. We will need your roster at least 24 hours in advance of your class.

### **1.0 Taking Attendance**

Taking attendance is essential. Not everyone who signs up will make it to class and sometimes people show up last minute who never signed up at all. It is important to know everyone who is in the room for your own accounting. People who show up last minute without registering pose a problem since much of the class revolves around EM Diagnosis and EM Level 3 Treatments

which, as you know, requires being Leveled Up by Ethan Borg LLC (in addition to your Attunement Treatment). People who show up last minute may not be accommodated by Ethan Borg LLC in time to Level Up for that day's class. We'll do our best on our end to make this work, but there are no guarantees. To the greatest degree possible, it is best to emphasize that advance sign up is essential. Unfortunately, people commonly ignore these warnings or do not know until the last minute if they can attend.

When your students arrive stand at a table with all of your books and handouts. As your students arrive, check them off your attendance sheet and hand out your handouts for the class. Anyone who has not yet received their curriculum book will also be delighted to have such a weight gift at class time. Make sure to leave a small pocket of time prior to your lecture to be able to call Ethan Borg LLC at 585.568.7266 in the case of last minute attendees.

Speaking to people as they arrive, before you start lecturing, is a great way to help clear away any public speaking jitters.

### **1.1 Welcome Attendees**

Start your lecture off by welcoming everyone. Introduce yourself and provide your qualifications to teach EM Level 2. You might mention that each person has been attuned by you and congratulate your students for reaching EM Level 2, the last of the Lay Practitioner levels.

### **1.2 Class Goals**

Explain the agenda for the day and spell out your class goals:

- This class offers an introduction to EM Level 2, since it is impossible to cover all of EM Level 2 in a single course

- The class offers an introduction to EM Diagnosis, the first diagnostic methods your students will learn in EM
- As part of the class, you will also be providing an overview of EM Level 2 Treatment tools, with special emphasis on particularly important treatments

### **1.3 Beginning The Path**

This section is all about creating a positive frame of mind for people beginning a totally new skill. It is helpful to remind your students that everything worth while takes time and that no one became an expert at their skill set immediately.

Being a beginner offers the benefit of newness and the opportunity for discovery. One of the great delights about EM is the amount you can play creatively with our tools – to apply them in new ways and to see what they can do in a wide variety of circumstances. Being a beginner allows for the joy of playing with EM without having a fully formed idea of what it is and how you expect to use it.

The downside of being a beginner is that it is frustrating. No one enjoys being “bad” at a skill. Everyone enjoys being an expert. Specifically point out that EM Diagnosis, while it may be easy for a few lucky people, for most people it is hard to learn at first. It takes time, energy, dedication, and perseverance. However, most people who practice it regularly start to see improvement in their skills within several months. Ultimately, it is incredibly rewarding and also extremely valuable to get this skill down.

## **Section 2: Reviewing EM Level 1 And Comparing And Contrasting With EM Level 2**

### **Overview**

Before starting EM Level 2 it is a good idea to review key concepts of EM Level 1 which your students may have forgotten. This section offers a quick nutshell overview of key EM Level 1 concepts and then compares the differences between EM Level 1 and EM Level 2

### **Stages In This Section**

- Review key EM level 1 concepts
- Compare EM Level 1 and EM Level 2
- Answer lingering questions
- Reinforce the ongoing value of the Send EM Treatment

### **2.0 EM Level 1 Review**

EM is based on a concept of Universal Qi, which consists of all energy layers built upon the base layer of Wu (Empty) Qi. Universal Qi contains all energy and also all knowledge about all energy akin to how a database stores information. EM runs like software in the background of Universal Qi monitoring Universal Qi for certain actions to take place. If these actions take place, EM asks Universal Qi to change a Patient's energy state when it is out of balance to a state that is in balance. Imbalance represents symptoms of illness and/or disease. Balance represents the lack of symptoms. When EM identifies that specific information it added to Universal Qi that EM is waiting for, the act of identifying this

information and then sending an EM Treatment is called an EM Event.

EM Level 1 is entirely based around a single treatment known as the Send EM Treatment. The Send EM Treatment has a few necessary components which include the phrase “Please Send EM to” followed by the name of the Patient and the relationship of that Patient to the Practitioner, “to treat” followed by the problem to treat, followed by the necessary final word: “Authenticated”. When EM identifies that this phrase has been added to Universal Qi, an EM Event is launched where Universal Qi is asked to identify the best EM Treatments necessary to treat the specific issue specified in the Send EM Request and then those specific treatments are sent to the specific person mentioned in the Send EM Treatment in order to return balance to that person's energy in extremely specific ways.

## **2.1 Building On EM Level 1 Not Abandoning It**

It is important to emphasize that while your students are Leveling Up to EM Level 2, they are not abandoning EM Level 1, simply building upon it. The Send EM Treatment continues to be extremely valuable in EM Level 2. While EM Level 2 includes 60 EM Treatments, they are still not sufficient to treat every possible illness and/or disease. You might inform your students that EM Level 3 offers unlimited access to all EM Treatments of which there are over 1000 unique treatments.

## **2.2 Comparing EM Level 1 and 2**

Here are some comparisons to make between EM Level 1 and 2:

- EM 1 offers one extremely flexible treatment where EM Level 2 offers 60 specific treatments that are less flexible but more powerful for their intended purposes
- EM Level 1 offers unlimited breadth and can treat just

about any health issue but EM Level 2 helps to heal problems quicker because each of its treatments offers greater power

- EM Level 1 is all treatment and no diagnosis. You cannot explain why a problem is happening or exactly where. In EM Level 2 you have access to EM Kinesthetic Diagnosis where you can learn to feel where a problem is developing, what kind it is, why it developed, and more
- EM Level 1 is purposefully extremely light on theory to make it immediately accessible to everyone. EM Level 2 offers a small increase in theory, helping to explain how and why EM works and also offering insights as to how to use this method for faster and better results

### **2.3 Time For Any Lingering EM Level 1 Questions**

Before jumping into EM Level 2 theory, this is the last chance for any lingering EM Level 1 questions. Open the floor to your students, but be prepared for no questions at all. It is the beginning of the day and people are still getting settled, so it is likely people will be tired and/or shy and not be prepared to suddenly engage with you after several minutes of lecture.

If no one asks any questions, then you should bring up the following issue. In EM Level 1, how you make your Send EM Treatment Request tremendously influences the treatments Universal Qi selects for your Patients. Give as an example the issue of a friend suffering from depression. If you Send EM to make that person happy, this will balance Tissue-Angles around the body that generate feelings of happiness. By contrast, if instead you ask to treat that same person's depression, Universal Qi will select from a very large list of possible treatments that specifically are designed to help reduce the condition known as

depression. Changes in focus and wording make a huge difference in EM Level 1. It is advisable to treat the same people for the same issues but asking in slightly different ways to see which has the biggest impact on their problems.

## **2.4 Emphasizing The Value of Send EM**

Again, reinforce one last time that your students should continue to use the Send EM Treatment along with the EM Treatments they now have access to in EM Level 2. There is no reason to give up on the breadth of the Send EM Treatment simply because they now have the power of EM Level 2 treatments.

## **Section 3: Scope Of Practice**

### **Overview**

The goal of this section is to make sure EM Level 2 Practitioners don't get in trouble by violating our ethical standards, by increasing their personal liability, and by practicing medicine without a license. This is hugely important that we start with this section as what people say and what they do as EM Practitioners reflects back on our entire community.

### **Stages In This Section**

- Review the ethics handout sheet
- Discuss what being licensed means
- Point out that EM does not give you a medical license
- Emphasize limitations on what you can do, recommend
- Introduce the concept of liability
- Open the floor to questions

### **3.0 Getting The Hard Stuff Out Of The Way**

EM Level 3 is fun and exciting. But before we jump into the fun parts, we want to make sure people don't get themselves into trouble through what they say and what they do.

#### **3.1 EM Ethics**

As part of your handouts, there is a sheet on EM Ethics. Tell your students to find this sheet and then go over the sheet point by point.

- You must never purposefully cause harm to a patient



through direct and purposeful acts

- It is unacceptable to ridicule or manipulate a patient into acting outside of his or her comfort zone. This is called coercion and is unacceptable
- You must keep your EM findings confidential with your patient unless the patient provides explicit permission to share it with others
- You must never treat patients with EM Treatments that are above your EM Level or with Treatments for which you have no prior understanding and/or training
- You must perform your healing art to the best of your abilities for each and every patient regardless of their race and/or ethnicity, their sexual orientation, and any pre-existing personal history you might happen to have with the patient
- You are precluded from offering any advice of a Western medical nature, including but not limited to advice about medications, unless you also have a medical license
- You must follow all contraindications
- You should never treat a pregnant patient as a Lay Practitioner
- You must never treat babies in utero
- If a patient experiences a medical emergency, you are obligated to perform CPR and/or contact emergency services first before you send any EM treatments and you must make sure the patient is kept safe until he/she is taken into the care of emergency services
- During a medical emergency you must not use EM at all with extremely frail patients

### **3.2 Scope Of Practice**

There are legal and liability considerations that limit what

EM Practitioners can say and do. This section is designed to make these limitations clear.

A “license” is a legal term indicating that governmental body has identified that a person has met official criteria for performing a specific type of job. A doctor goes to medical school, passes boards, and finishes a residency program in order to meet the official criteria to be a doctor. He then needs to pay the government a fee and file all of his paperwork for the government to then say he is licensed to practice medicine within that state, province, or nation.

Since EM is not regulated by any governmental bodies, we are not licensed in any nations. It is therefore impossible to call yourself “licensed in EM” because no one is licensing EM Practitioners right now. Never say you are licensed in EM unless laws change and the government says you can do it.

It is extremely important to tell you students that EM does not grant its Practitioners a degree in medicine. Western medicine takes years to master. It is easy with EM Diagnosis to start to see all kinds of problems in the body and as a consequence to start to see oneself as having deep insight into people's problems. This deep insight does not give you a license to practice Western medicine. So, it is extremely important that EM Practitioners stay within the bounds of our training and language. We never diagnose Western defined problems. You never tell a Patient “you have diabetes” or “you have fibromyalgia”. You can however say that you see a pattern of energy that you associate with diabetes or fibromyalgia, by way of example. You are energy practitioners and therefore your language has to always in every circumstance be bound within the idea of energy, angles of energy, patterns of energy, and so forth. We cannot diagnose Western diseases. Period. When talking about specific infectious organisms, we call these pathogens rather than viruses, bacteria, and fungi. Instead of saying “You have strep” we say “you have the pathogens we associate in EM with strep”.

Furthermore, it is outside the scope of our practice to tell a Patient to make any changes to prescribed medications. It is very likely that Patients will ask for advice about medications and dosage. It is absolutely essential that you tell these Patients this is outside the scope of your practice to comment about prescribed medication and that they need to bring their concerns up with their prescribing physician. Any advice given about prescribed medications and even prescribed surgical interventions constitutes “Practicing medicine without a license” which is a very very big deal that can in some countries result in fines or even jail time. While we want to help our Patients to the maximum amount, we must always stay within the scope of our training.

The issue of recommending foods, herbs, and supplements is more tricky. You can always recommend foods or dietary changes as foods are not regulated. However, some governments regulate herbs and some regulate supplements. You may or may not be allowed to make direct recommendations about these depending on your local laws. Find out what the laws say in your local jurisdiction before you make any recommendations about herbs and supplements.

### **3.3 Liability**

Liability is akin to responsibility, except with possible legal ramifications. When you take on a Patient, you become responsible for their care. This means you must do your absolute best to help that Patient regardless of any past issues with this person and any underlying feelings you might have for him or her. When you take a Patient on you are liable for doing your best, which includes trying your hardest.

When you talk to Patients, what you say matters because what you say has the potential to change the choices and actions of your Patients. You are responsible for these choices and actions depending on how you say what you say. For instance, it is

absolutely imperative that EM Practitioners never make claims to be able to heal a problem. When you say you can heal a problem, then you become legally responsible for doing so. You can say that you can “help” or you can “do your best” or that you have previously helped people with that issue. Never guarantee you can help, no matter the issue. There are always strange causes of things you have seen 100 times before that can prove to be the exception to the rule. Never say you can cure anything. Liability grows hand-in-hand with the amount of danger of the problem you are treating. Just as you never diagnose that someone has cancer in EM, never say you can cure cancer.

The problem with liability is not the gentle loving person you are treating that you absolutely know will never sue you under any circumstance, the danger is with that person's child who is broke and looking for an opportunity, or her uncle who thinks what you said made her discontinue Western care that could have saved her life. In other words, when you treat a Patient, you never know the agendas of the other people around that person that might present themselves if something goes wrong for the Patient. This is why you should never direct a Patient away from any prescribed care made by a licensed doctor. The liability is tremendous in that case, especially if something goes wrong for that Patient.

### **3.4 Questions About Scope**

Open the floor to any questions about licensure, scope of care, and what you can and should not say as an EM Practitioner.

### **Short Break**

Now may be a good time for a quick 5 minute break. Make sure to emphasize that you will start up in exactly 5 minutes, otherwise it is extremely easy for a 5 minute break to

turn into a 20 minute break. People entirely follow your lead in ending breaks. Don't feel bad if you need to tell someone who is asking you a question during the break that you need to talk more during lunch or at the end of the day so that you can keep with your schedule.

## Section 4: EM Diagnosis

### Overview

This section introduces some extremely important concepts in EM. Here you will cover the idea of what is diagnosis, what is the baseline, ways to improve your baseline, and the actual steps for practicing EM Diagnosis. EM Diagnosis is the hardest part of EM, so be prepared for your students to struggle when you get to the hands-on elements of this section.

### Stages in This Section

- Describe all the different types of EM Diagnosis
- Describe EM Kinesthetic Diagnosis and how it works
- Explain the necessity of consent
- Introduce the concept of the baseline
- Practice ways to improve the baseline
- Go over EM Diagnosis Step-By-Step
- Practicing diagnosis with partners

### 4.0 The Purpose Of Diagnosis

The purpose of diagnosis is what I call good “reporting”. You may remember that reporting covers the Who, What, When Where, How and Why of an issue. In the context of EM, it is tremendously valuable to our Patients for them to understand what went wrong, where it went wrong, how it went wrong, and why it went wrong. This serves several tremendous values. First, it helps a Patient better predict when that problem might go wrong again and perhaps avoid it. Second, it helps to build up the Patient's confidence in the Practitioner's skills, which promotes a

long term healing relationship. And finally, it is essential for the Practitioner in creating a strategy for helping the Patient heal as deeply as possible for as long as possible.

#### **4.1 Kinds of Diagnosis In EM**

EM offers Practitioners several different kinds of kinesthetic, visual, and auditory methods of diagnosis. Today, you will learn EM Kinesthetic Diagnosis. In EM Level 3, you will learn Yes/No Diagnosis, Multiple Choice Diagnosis, Visual Overlay Diagnosis, EM Conversation, EM Akashic Record Search, and other auditory diagnostic methods. Each student will find that they gravitate towards a certain method that best matches his or her innate skills.

#### **4.2 EM Kinesthetic Diagnosis**

Kinesthetic means “feeling it in your body”. EM Kinesthetic Diagnosis is feeling where a problem resides in a Patient but feeling it inside your own body. The way it works is as follows. First, you ask Universal Qi to identify where a specific problem exists in a specific Patient. EM identifies that you made this request and launches a specific EM Event for diagnosis. This EM Event asks Universal Qi to first identify all locations where that specific problem exists in the specific Patient. It next sends a subtle, innocuous energy to the Practitioner into the areas of the body in the Practitioner that directly corresponds to where the problem exists in the Patient. The Practitioner does not take on the diseased energy in any way. Instead, Universal Qi sends a pressure and/or slight buzzing/electrical sensation inside the Practitioner exactly where the problem exists in the Patient. There is no danger to the Practitioner of contracting the illness or disease. After 60 seconds, the pressure/buzzing sensation dissipates in the Practitioner and his or her energy is returned

back to its original state.

The challenge of EM Diagnosis is that the energy that Universal Qi sends to the Practitioner is a subtle shift rather than a very intense shift, so as not to harm the Practitioner. This means the Practitioner must develop greater sensitivity and awareness as to shifts in his or her energy state in order to feel EM Diagnosis. For some people this will be extremely easy. For others, especially people with chronic pain or who have trouble quieting their minds, this can be very challenging.

### **4.3 Review Of Consent**

At this time it is essential to remind your students that consent is required for EM Diagnosis just as it is required for sending EM Treatments to a Patient. Since EM Diagnosis can identify any problem in any person, it would be a tremendous ethical violation to diagnose people without their awareness and consent. It is also important to mention at this time that EM Kinesthetic Diagnosis can find anything in a Patient that you ask for except for cancer. Diagnosing cancer is only allowed in the Professional Levels of EM, EM Level 3 and 4.

Consent can be open: “Can I diagnose you with EM?” which means there is no limit on the problems to look for or the time frame. Or it can be closed: “Can I look at why you have headaches with EM?” Any limitation on consent limits the Practitioner. So, it is always best to receive open consent whenever possible.

### **4.4 The Baseline**

Since EM Diagnosis relies on feeling subtle shifts in energy inside the Practitioner, it is absolutely essential for the Practitioner to be aware of his or her body immediately before diagnosing a Patient. The state of your energy before starting



diagnosis is called your “baseline”. Feeling the baseline is necessary in EM so that you can identify any sensations that are already present before beginning diagnosis. If, say, you hit your hand before working with your Patient, your hand may be tingling. If you identify this in your baseline, you know that any sensations you feel in your hand during diagnosis need to be ignored as they cannot be trusted. This keeps you from making diagnostic errors.

Have your students close their eyes, take a deep breath, and then feel all sensations in their bodies from head to toe.

Ask who found this to be easy and who found this to be hard. Reassure your students that if they found it hard, there are ways to make it easier.

#### **4.5 Practicing Meditation**

There are many kinds of meditation and right now you are going to practice a very simple method. The goal of this method is to simply be aware of sounds and feelings without judging them or holding onto them. Instruct your students that for the next 10 minutes they are to close their eyes and to simply catch and release any thoughts, sounds, and physical sensations they feel. If they notice something, they should acknowledge that they notice it and then release it without any thinking about it. After they notice something, they should return to noticing the breath going into and out of their lungs and nose.

When the 10 minutes are up, ask your students who found this easy and who found it hard. Ask those who found it hard why they found it hard. For those who found it hard, suggest that they do this daily until they find that EM Diagnosis is becoming easier for to feel.

#### **4.6 Self-Hypnosis**

Self-Hypnosis can be extremely helpful in improving EM Diagnosis not because it helps to sensitize a person to his or her body, but because it helps to stop feeling one's body. By getting into a state where one cannot feel one's body anymore, it then becomes easier to notice subtle sensations inside of it. This is an unexpected benefit of self-hypnosis – you become more attuned to your body by allowing your sensation of it to disappear for a period of time.

As an instructor, you have access to the relaxation.mp3 file which you can download from <http://www.qiinfusions.com/audio/relaxation.mp3> You should download this file and play it off of a device such as your smart phone, laptop computer, or MP3 player. You may need to attach speakers to these devices. This self-hypnosis script lasts about 45 minutes, which gives you a break as the speaker to relax and quiet your own mind.

When the audio file is complete, ask your students how many of them lost complete sensation of their bodies. Ask if anyone had trouble quieting their minds. Recommend that those who struggled with this audio file consider playing it once a day until they feel that they are become more attuned to the subtle sensations of EM Kinesthetic Diagnosis.

### **Optional Break**

Take a quick 5 minute break so that people can use the restroom, but emphasize that lunch is just around the corner and that in exactly 5 minutes you will be starting the real fun part of this class.

### **4.7 Feeling Energy In The Room**

This section is optional as some venues may not allow your students to walk around the space due to their own insurance

or code reasons or your class may be too large to easily facilitate this. Before class starts, use your smartphone compass app or a physical compass to identify North, South, East, and West in the room where you are teaching.

With your students, explain that the Five Elements are real energies that can be felt by the hand. The Feng Shui of every room aligns in exactly the same way according to the directions of the compass. The energy of the room is coldest in the North, warmest in the South, electrical or buzzing in the East, and billowing/dry/steam-like in the West and feels thick and muddy in the exact middle of the room closest to the floor. Have your students walk between these locations in the room holding one hand out about 2 inches from the walls. If they touch the walls, this is no good. It is important that they do not touch the walls. The hand should be face down. Sensations may be felt on the top or the bottom of the hand. For best results, it is recommended that they feel the difference between North and South, as hot and cold are very easy to differentiate, as well as between East and West, as the difference in the “texture” of the energy between these two are often very clear.

#### **4.8 EM Diagnosis**

Direct your student's attention to the Handout with the words EM Kinesthetic Diagnosis on top. Read through each step of EM Diagnosis:

1. First, take your baseline (feel the pressures, subtle sensations, and temperature of your body before you make your diagnostic request)
2. Start with the phrase “With EM, please show me”
3. Next add the search parameter you are looking for
4. Make to sure to include the name of the person you are diagnosing and his or her association to you

5. End with “Thank you” *instead* of “authen”

For your baseline, take three deep abdominal breaths.

The “search parameter” can be looking for any kind of problem in the body, though you are restricted in EM Level 2 from diagnosing anything possibly terminal in a patient.

Illustrate how to apply these steps by looking for EM Inflammation inside your own body: “With EM, please show me all EM Inflammation in my body. Thank you.” Upon completing this phrase, an EM Event launches and Universal Qi looks for inflammation in your body and then sends a subtle, innocuous sensation in these same areas to draw your awareness to where inflammation is in your body.

Ask if anyone will be a volunteer for you. Ask permission to diagnose who you select. Ask what kind of problem he or she has that you can diagnose. Then out loud say a diagnostic request to diagnose that problem.

Now it is time for your students to experience EM Diagnosis for the first time. Tell them to repeat after you and have them do the following: “With EM, please show me all bone in my right hand. Thank you.” Ask your students to feel the difference between what they are feeling in the right hand and what they are feeling in the left hand.

Introduce the phrase: “Please return me back to balance” as a way to stop EM Diagnosis immediately. Have them say this phrase and feel for any shift in the sensations in the right hand after they say this phrase. Sometimes people feel EM Diagnosis easier when they stop it than when they receive the subtle pressure or buzzing energy of EM Diagnosis.

Go through the following list one at a time and give your class enough time to feel for changes in sensations in their bodies. “With EM, please show me my kidney organs, thank you.” “With EM, please show me my teeth, thank you.”

“With EM, please show me my heart organ, thank you.”  
Emphasize that it is not dangerous in any way to diagnose the heart.

### **4.9 Partnering Up**

In this section, students must select partners for practicing EM Diagnosis. Only allow one group of 3 partners if you have an odd number of participants. Otherwise, limit partners to working one-on-one.

**This is very important for the success of this section:**

When a student partners up, ask each partner to ask for consent to diagnose each other with EM. Direct your students to the handout with the phrase “EM Diagnosis Practice Sheet” on top. Have your students alternate Patient and Practitioner going through each item on this worksheet.

#### **4.9.1 Questions About EM Diagnosis**

Ask if there are any questions about EM Diagnosis. Ask who felt EM Diagnosis and who struggled with it. Again, reinforce that struggling is expected and that most people who practice EM Diagnosis find that they are capable of diagnosing more and more as time goes on. Each student should plan on practicing EM Diagnosis daily for several months before it becomes second nature.

## **Lunch Break**

Provide 45 minutes to 1 hour for lunch. The shorter you make it, the more likely people will not return in time due to going out to lunch and getting stuck in lines. The longer you make it, the longer your teaching day will be. So try to keep lunch

Lunch Break

relatively short.

## **Section 5: Essential Concepts In EM**

### **Overview**

The goal of this section is to introduce your students to fundamental elements of theory that are essential in EM and that we continue to build upon in EM Levels 3 and 4. The concept of balance, arrays, histio quisquiliae (which Pathogen Toxins also happen to be, so this is the seed for this conversation as well), and the microbiome are discussed in greater detail.

### **Stages In This Section**

- Discuss balance from an EM perspective
- Introduce the concept of the microbiome, our essential “rain forest” of germs inside and on the body
- Describe the garbage piles of histio quisquiliae that build up in the body
- Explain how your students can save breath by using arrays

### **5.0 What Is Balance**

What is balance? Often we think of balance like two sides of an equation where one side is the equivalent of the other side. Or, we might think of balance as two sides of a scale each of equal weight. In the context of EM, balance means that you have the correct type of energy in the correct orientation around the body. When you have the correct type and in the correct

orientation, tissues that resonate with that specific angle of energy are asymptomatic. Balance in this case means asymptomatic. When tissues have the wrong energy or the right energy in the wrong orientation in angles of energy around the body, tissues that resonate with those angles either increase or decrease their function or increase or decrease their structure.

When pathogens or parasites get into the body, they create symptoms of disease. In this case, balance means not having infectious organisms in the body. No organisms, no symptoms, so this is balance in EM. Our goal in EM is always to return the tissues of the body back towards balance, and therefore for their function and structure to be normal and asymptomatic.

## **5.1 The Microbiome**

In this section you introduce the idea of the microbiome and its importance.

I said that having infectious organisms in the body is out of balance and no infectious organisms in the body is balance. However, there are organisms that should be in the body. The rainforest of germs that live in us and on us that should be there for us to have balance is called the Microbiome. Gut flora is an example of this. We want to have healthy germs in our GI tract because they help us to digest our foods. In doing so, they act in a symbiotic way with our bodies – we protect them and keep them flourishing and in exchange they help us digest foods that would otherwise pass out of our bodies as stool, but which is essential for our well-being. The microbiome is not just in the gut. It is on our skin and, in fact, permeating throughout our entire body.

The microbiome is important to us in three basic ways. First, it is important for helping to digest food as I just mentioned. Second, it is important in that it is an extension of our immune system. By this I mean to say that the microbiome coats our body from head to toe. You can think of our bodies like they are planets and the microbiome are organisms owning real estate. So long as

the real estate is occupied, dangerous and aggressive infectious organisms have no place to land in order to create a colony. Just like our skin is like a shield against infection and just like our white blood cells seek and destroy infectious organisms, the microbiome serves as an extension of our immune systems by securing the real estate of our surface area so that there is no room for dangerous organisms to grow. The third and final way that the microbiome helps us is that it consists of living organisms that have Jing Essence, vitality, and energy layers similar to our own. When our microbiome is healthy and vital, its vitality overlaps our own energy and increases our vitality. We gain energy from our microbiome not just from the food it helps us digest but also from its vitality overlapping our own.

We have treatments to help support our microbiome. The EM Balance Heaven Man and Earth Treatment applied to the microbiome stimulates the growth and vitality of the microbiome.

When we look for infectious organisms with EM Diagnosis, the microbiome is ignored, as it is considered an extension of our own bodies.

Our microbiome can become a problem for us at times. Sometimes species of the microbiome increase in surface area that are highly sensitive to molecules that touch us or get inside of us. These species may feel threatened and release histamine to try to attract our white blood cells to come to the area and clear the danger. In EM Level 3 we learn methods for weeding our reactive species of our microbiome.

Ask if there are any questions about the microbiome

## **5.2 Hystio Quisquiliae**

In this section you introduce your students to the concept of hystio quisquiliae, pathological tissues that can build up in the body of anything that normally can be found in the body and anything to which the Patient has been exposed.



For the sake of argument, let's say the body is 99.99% efficient and clearing its wastes. It has three processes for clearing wastes: the GI tract, the urinary tract, and the skin. This is a lot of resource directed at clearing waste, so clearly this is a very important physiological process. While the true efficiency of the body may be higher or smaller than 99.99% let's use this number by way of example. This means that there is a .01% inefficiency in the waste removals system. This implies that no matter how great the body is at clearing waste, some waste does not get cleared entirely or completely.

As a result, anything that should be in the body has the capacity to land somewhere where it should not be. In fact, anything that should be in the body has the potential to grow into little garbage piles in the body where it should not be and where it acts in a pathological manner as a result of being in the wrong location and/or being physiologically active where this is not helpful. We call these garbage piles histio quisquiliae, which we often shorten to the term “histio” in EM. Histio Quisquiliae means “tissue debris”.

EM is unique in recognizing the formation of histio quisquiliae in the body. We also see it as the primary cause of most symptoms that develop in the body. Histio quisquiliae can develop anywhere in the body. It does not follow a set rule. One person might develop histio quisquiliae of cortisol in the neck muscles. Another person might form the cortisol histio in the low back. When each person experiences stress, they have a place where their stress goes, but they are different locations unique to the individual. One will say his stress always goes to his neck. The other will say his stress always goes to his low back. In both cases the reason why the stress goes there is that a garbage pile of cortisol has built up in that area of the body.

Anything that should be in the body will likely create histio quisquiliae where it should not be in the body. Cell organelles such as ribosomes, DNA, nuclei, you name it – there is

histio of it somewhere in the body. These garbage piles take their toll and decrease vitality while increasing unwanted symptoms.

Particularly important to note is that some tissues of the body are meant to either be in circulation or not be in circulation. They should be on or off. Specifically I am talking about hormones. A hormone is either on or off but should never be stuck on or stuck off. Unfortunately, histio of hormones causes the hormones to be stuck on, as some small patch of the garbage pile of the hormone is likely to slough off and flow into circulation. This causes all kinds of havoc emotionally and/or in reproductive health because the on/off cycles are interrupted.

A major cause of histio formation in the body are pathogens and parasites. These organisms commonly produce what we call “pathogen toxins” which are specific forms of histio purposefully created to manipulate the human body. Some organisms increase cortisol, by way of example. Others increase gluten histio. Others increase testosterone. In fact, identifying which organisms produces which histio is a major focus of ours in EM Level 3.

In EM Level 2 you have several tools that help to clear histio. You definitely gain a whole lot more tools for this in EM Level 3 and also much more theory as to how to stop the symptoms of disease by clearing specific histio when you learn EM Level 3. But in EM Level 2, you have access to the following treatment for clearing histio:

- EM Stress Hormone Treatment clears histio of stress hormones
- EM Pathogen Toxins Treatment clears histio created by infectious organisms
- EM Clear Histio Bone Chips Treatment clears histio of bone chips
- EM Clear Histio Cartilage Chips Treatment clears histio of cartilage chips
- EM Allergy Treatment clears histio of histamine

- EM Poison Ivy Treatment clears histio of the poison ivy poison

This is just the tip of the iceberg. In EM Level 3, you have the tools to treat every kind of histio that gets into the body.

With your partners look for histio in each other:

Look for histio of:

- mercury
- cortisol
- progesterone
- glyphosate (round up)

Ask your students if they have any questions about histio quisquiliae

### **5.3 Arrays**

In this section, you introduce your students to the concept of Arrays. Arrays are shortcuts used in EM to speed up diagnosis and treatment.

Let's say you have friends named Tiffany, Meghan, and Todd. If you were talking about your friends, you could say “my friend Tiffany, my friend Meghan, and my friend Todd”. Or, to save some breath, you might simply say “my friends”.

Arrays are single words or phrases that stand for a list of items that fit together. “My friends” is a phrase that stands for Tiffany, Meghan, and Todd. My friends is a lot easier and faster to say and in EM saying things easier becomes increasingly important as you rise up in EM Level.

Have your students find the handout that says “EM Arrays Quick Reference”. Go through this page line by line and discuss each array as quickly as possible.

Arrays commonly represent areas of the body for diagnosis or types of histio that are associated together. The Ear

Array, for instance, allows you to diagnose and treat all anatomical elements of the ear without having to name each anatomical area specifically.

Demonstrate the power of using an Array in diagnosis. “With EM, please show me all cortisol histio quisquiliae in my Soft Tissue Array, thank you.” This Diagnostic Request identifies histio quisquiliae of cortisol in every muscle, ligament and tendon of the body, without having to specify each unique area of the body.

Demonstrate how easy it is to treat using arrays. “With EM, please apply the EM Stress Hormone Treatment to my Soft Tissue Array. Authen.” This treats Stress Hormone Array histio all at once wherever it can be found in the Soft Tissue Array saving tremendous time.

Using examples from the handout, have your students practice diagnosing the histio you talked about earlier in specific Arrays with each other. Also look for All Pathogen Types in the Reproductive Zone Array. Look for all fissures in the Sinus Array.

Ask for any questions about arrays.

## **Section 6: EM Level 2 Treatment Tools**

### **Overview**

The goal of this section is to introduce sets of EM Level 2 Treatments that your students are likely to use regularly. Since EM Level 2 comes with 60 treatments, it is impossible to cover each treatment in great detail in this one day course. So, instead, you highlight some helpful treatments.

### **Stage Of This Section**

- Go over several categories of treatments
- Talk about specific treatments

### **6.0 Treatment Tool Handout**

Direct your students to locate the handout with the title: “EM Level 2 Treatments Tools”. Let your students know that you will be going over sets of treatments in greater detail shortly. Then read through the list of treatments, pointing out some of your personal favorites as you go.

### **6.1 Increased Complexity Of EM Level 2 Treatments**

The difference between EM Level 1 and EM Level 2 treatments is in focus. EM Level 2 treatments are focused to move energy in very specific ways. The more you focus EM, the more powerful it becomes. EM Level 2 treatments also commonly include multiple treatments aggregated together to treat many different sides of a problem to be more comprehensive in clearing the problem.

## **6.2 Treatment Strategies**

In EM Level 2, you begin to use something we call “Treatment Strategies” which means that your goal is to identify a problem and then try different approaches to clear that problem. The more strategies you employ, the more likely you are going to find the best approach to clear the problem quickly and comprehensively.

Direct your students to the handout with the title: “Simple Treatment Strategies”. Go over each strategy point-by-point. These are simple, basic strategies that increase the effectiveness of EM.

One of the ways that makes EM Level 3 extremely powerful is the richness and complexity of the Treatment Strategies used in it to attack health complaints. A majority of EM Level 3 is focused on the best approach to healing most physical and emotional problems that people face in life.

## **6.3 Differences Between Send EM and Level 2 Treatments**

One major difference between Send EM and Level 2 Treatments, is that in EM Level 1, you often just send one or two Send EM Treatments for a problem. In EM Level 2, however, you are expected to send multiple treatments together to work on different aspects of a problem. For instance, it is common to send the EM Inflammation Treatment together with the EM Swelling Treatment to help clear pain.

Also, there is no diagnosis with the Send EM Treatment, as that is carried out entirely by Universal Qi. In EM Level 2, you are expected to practice EM Diagnosis to help hone in on the actual problems you need to treat to clear away a person's symptoms.

## **6.4 Focus On Especially Helpful Treatments**

### **Treating Pain**

The first category in this section is “Treating Pain”. Talk about the following treatments in greater detail:

- EM Inflammation Treatment
- EM Swelling Treatment
- EM Edema Treatment
- EM Pain Treatment

In EM, we have a special phrase for inflammation, which we call EM Inflammation. The reason we have this phrase is that there are many different kinds of histio quisquiliae that cause inflammation, and so there is not just one type of inflammation. EM Inflammation identifies all possible types of inflammation simultaneously.

The Tissue-Angle of energy that resonates with inflammation is immediately next to the Tissue-Angle of energy that resonates with swelling. As a result, if you find inflammation, you are likely to find swelling and vice versa. We often use the EM Inflammation Treatment and the EM Swelling Treatment together as a set because of this association.

Swelling is Water Qi excess building up in the lymphatic vessels. Edema, in contrast, is fluids being pushed towards the surface of the body because of a heat source that is hyper-dilating blood vessels, especially capillaries. Swelling and Edema often look exactly alike, but swelling tends to be more acute and edema tends to be chronic. You have to treat these issues differently because in order to clear edema you must remove the heat source behind it.

There are so many possible causes of pain that it is impossible to know them all. For instance, it can be caused by

swelling, edema, inflammation, wounding, fissures, infection, trauma, bone chips, broken bones, and so much more. The EM Pain Treatment attempts to attack the cause of many common forms of pain. However, in the case a Patient's pain is being caused by a more unusual reason, this treatment also includes treatments for the symptomatic relief of pain so that it can benefit any kind of pain. For many people the pain won't return, but for others this treatment will only provide symptomatic relief.

## **Treating Infectious Organisms**

We call infectious organisms “pathogens” in EM, as this is a phrase used in Chinese medicine. In EM Level 2, you have access to treatments for pathogens but not for parasites, which are called Gu and Chong in EM. The treatments in this section include:

- EM Pathogens Treatment
- EM Pathogen Toxins Treatment
- EM Common Colds Treatment
- EM Flu Treatment
- EM Strep Treatment
- EM MRSA Treatment

EM is unique as an alternative medicine for the incredible power it has in attacking infectious organisms. Most alternative medicine boost the immune system to attack pathogens. Some alternative methods act similar to antibiotics, such as colloidal silver. EM, on the other hand, pulls apart infectious organisms tearing apart their cell walls to explode the organisms from the inside out and it attack specific pathogens by name. In EM, we have bridged the gap between Chinese medicine and Western medicine in such a way that we can use the same infectious



organism names used in the West when applying our treatments and EM automatically converts this to the pathogens in EM that we associate with those Western organisms. In other words, you can diagnose and treat “Streptococcus B” specifically and EM automatically converts this to all pathogens in EM we associate with Streptococcus B. When talking about pathogens with our Patients, it is important that we never say we found “Streptococcus B” or any other Western named pathogen in a Patient. Instead, we say we found pathogens in EM that we associate with Streptococcus B in order to stay within the scope of our practice and to avoid practicing medicine without a license.

Our EM Level 2 tool for attacking pathogens is the EM Pathogen Treatment which can be used to attack any infectious pathogen in the body. With EM Diagnosis you can look for specific pathogens by Western names and then say: “With EM, in the locations you just identified please apply the EM Pathogen Treatment. Authen.” Without diagnosis, you might say: “With EM, please apply the EM Pathogen Treatment to all species of Streptococcus in my body. Authen.” In this way, you can use the same treatment tool to treat every kind of pathogen infecting the body.

Every pathogen produces histio quisquiliae in the body by way of pathogen toxins. A major part of EM Level 3 is identifying specific pathogen toxins in the body because clearing these often stops most symptoms of illness and disease almost instantly in many cases. To clear pathogen toxins, you use the EM Pathogen Toxin Treatment. Without diagnosis, you can apply this treatment as follows: “With EM please apply the EM Pathogen Toxin Treatment to all pathogen toxins in my produced by species of Streptococcus. Authen.” Following a diagnostic search you might use it as follows: “With EM, please show me all pathogen toxins in my body produced by Streptococcus. Thank you.” Followed by: “With EM, everywhere you just identified in me please apply the EM Pathogen Toxins Treatment. Authen.”

There are also several treatments that can help specific pathogens. The EM Common Colds Treatment can be used to attack any pathogen causing congestion. The EM Flu Treatment can be used to attack pathogens causing fevers and/or stomach flu symptoms. When attacking pathogens with these treatments, you will see faster results if you apply the treatment several times in short succession and then again multiple times throughout the day. For instance, with the EM Common Colds Treatment, it is best used by applying it once a minute for five minutes then hourly for the remainder of the day.

The EM Strep Treatment attacks EM Pathogens associated with Streptococcus. The EM MRSA Treatment attacks pathogens we associate in EM with MRSA. This treatment is by way of example to illustrate how incredibly powerful EM is at attacking infectious disease. Because it uses a completely unique and innovative method of attacking infectious pathogens, antibiotic resistance poses no additional difficulty to EM. MRSA is just like any other infectious organism as far as it is concerned. The bigger difficulty with EM is not with antibiotic resistant organisms, it is with pathogens that are fast replicators. The faster an organism can replicate itself, the more EM Treatments are needed in a shorter span of time to clear the pathogen infection.

## **Treating Emotions**

There is no division in EM between mind and body. This means we can just as easily treat emotions as physical complaints.

- EM Reset Emotions Treatment
- EM Depressed Treatment
- EM Hope Treatment
- EM Peace Treatment

The EM Reset Emotions Treatment clears excesses of the Five Elements building up in what is called the “Heart Orifice” in order to completely reset one's current emotions. It is an amazing tool for regaining control over one's feelings when they feel excessive or out of control. For very intense emotions, it may need to be repeated several times over several minutes.

Depression is a complex problem. Often it relates to something called “constitution”. A person's body has different sized organs, each of which holds onto one of the Five Elements. Some organs are small and others are relatively larger and therefore can hold more energy relative to the other Five Elements. The size of your organs relates to your constitution, which is permanent. Imbalances can develop among the Five Elements based on which of the Five Elements is strongest in the body. There is a form of depression associated with each of the Five Elements. Earth type depression involves feelings of doom and gloom with anxiety about losing important structures in one's life. Metal type depression relates to a feeling of being disconnected from others. Water type depression involves lack of love and lack of passion. Wood type depression tends to be filled with anger. Fire type depression involves conflict with other people. The EM Depressed Treatment cannot change a person's constitution but it can help alleviate the symptoms, changing the energy dynamic at play. This can push off feelings of depression for hours, days, month, and even years depending on the situation.

Some other treatments to note are the EM Hope Treatment to increase feelings of hopefulness and the EM Peace Treatment to increase a sense of peacefulness.

## **Treating Energy**

When people think about energy, they tend to think about physical energy and stamina or they think about the energy that

makes vehicles and gadgets work. In EM, we are interested in this kind of energy, but we are even more interested in the fundamental energy that constructs reality. “Qi” is the universal particle that creates every energy layer from Wu Qi to the large energy constructs that make human beings and the objects with which we interact.

The treatments you will cover in this section include:

- EM Balance Heaven Man And Earth
- EM Balance Yin and Yang
- EM Balance Meridians
- EM Energy Treatment

The energy grid that we exist constructs three-dimensional space. Its components include the Heavenly Plane of energy which is Yang, the Earth Plane of energy, which is Yin, and the Man plan of energy that is equal parts Yin and Yang. The words used here come from Classical Chinese medicine and have been kept “as is” so that students of EM can read classical Chinese medical texts to further their knowledge about Heaven, Man, and Earth. It is important to point out that “Earth” has three meanings in EM. There is the planet earth. There is Earth Qi, which is equal parts Yin and Yang. And there is the Earth Plane of energy which aligns North to South and South to North. While this may be confusing, we have again kept this language so that ancient texts can remain accessible to modern students. In EM, we always say “Earth Qi” when we are talking about Qi and “Earth Plane” when we are talking about the Yin orientation of energy. How much you go into the details of this discussion is your decision based on how much time you have remaining in the class.

The EM Balance Heaven Man and Earth Treatment takes Yin energy that has found itself in the Yang plane of energy and returns it back to the Yin location. It takes Yang plane energy that has gotten into the Yin plane by accident and returns this back to where it belongs. Returning the grid of energy around a person

back to proper balance is invaluable in balancing a person's energy that is in itself aligning within this grid.

Balancing Yin and Yang is the heart of Chinese medicine and is in many ways also a factor of tremendous importance in EM. All things are made out of Yin and Yang in different combinations and different orientations (within Tissue-Angles). When Yin is excessive, this increases cold, contraction, and structure. When Yang is excessive, it increases heat and function. When Yin is insufficient compared to what it should be, heat increases and function becomes chaotic. When Yang is insufficient compared to what it should be, coolness increases and function decreases. The EM Balance Yin and Yang Treatment automatically detects these four common scenarios and returns these kinds of imbalances back to a balanced state by increasing or decreasing Yin and Yang where appropriate. It is important to note that the Practitioner doesn't need to know anything about Yin, Yang, Heaven, Man or Earth to use these treatments. He or she only needs to know that these are fundamentally important treatments for helping to balance a person's deeper level energy, which can subsequently lead to more physical energy and stamina as well as deeper sleep.

Acupuncture utilizes needles to manipulate the Five Elements of Water Qi, Wood Qi, Fire Qi, Earth Qi and Metal Qi inside pathways of energy that flow from the exterior of the body to the interior organs, called meridians. The EM Balance Meridians Treatment is an EM way to do the same thing but without needles. It automatically selects the optimum acupuncture points to stimulate and then increases and decreases the Five Elements within the meridians to return the meridians back to balance. This can be tremendously helpful for all kinds of health complaints and also for increasing energy and stamina.

Increasing physical energy and stamina can be a very difficult and complex task. Just as there are an innumerable number of causes for pain, the same is also true for physical

fatigue, which can be caused by energy imbalances, histio  
quisquiliae of various molecules, pathogenic infection, and so  
forth. The EM Energy Treatment strongly increases Five Element  
energy where it is most needed to fill out the energy anatomy to  
help facilitate more physical energy and stamina. For some people  
this will be all that they need but it will not help all cases of  
fatigue since many causes need to be addressed directly, such as  
pathogenic infections.

## **Detoxing**

All kinds of heavy metals and dangerous molecules get  
into the body. EM offers a wide array of treatment tools to help  
detox these molecules in a safe, efficient, and effective manner.  
Treatments you will discuss in this section include:

- EM Mercury Detox Treatment
- EM Arsenic Detox Treatment
- EM Chromium 6 Detox Treatment
- EM Dioxin Detox Treatment
- EM Lead Detox Treatment
- EM Anesthesia Treatment
- Complete Detox Treatment

EM Level 2 students have access to a wide array of  
treatments to clear heavy metals from the body. These include the  
EM Mercury Detox Treatment, The EM Arsenic Detox Treatment,  
The EM Chromium 6 Detox Treatment, and the EM Lead Detox  
Treatment. These treatments work by pushing the toxin out of the  
location where it has settled, pushing it all the way out of the  
body via the stools primarily. It is important to note that a  
common side effect of the detox treatments is difficulty passing  
the bowels for a day or two as the toxins pass through the stools.  
The EM Constipation Treatment can be helpful if this occurs.

Sometimes what we need to detox is not a heavy metal but

is another kind of molecule. Examples of this include anesthesia and dioxin. If anesthesia creates histio quisquiliae in the body, this often results in neuropathy years or even decades later in that local area. The EM Anesthesia Treatment can be used to clear what we call EM Anesthesia from the body. The EM Dioxin Treatment can be used to detox dioxin from the body.

The EM Complete Detox Treatment is a comprehensive treatment that detoxes not just the heavy metals and molecules listed above, but many other toxins that can get inside the body.

## **Treating Tissues**

The first EM Treatment ever invented was the EM Tissue Treatment. When applied to a specific tissue of the body, this treatment sends balanced energy from 18 energy levels deep towards the surface inside that tissue, while simultaneously clearing away Five Element imbalances in the surface energy levels for that tissue in order to deeply heal a tissue. This treatment does not just clear an imbalance that may be several energy levels deep, it also builds up balanced energy behind where the imbalance existed and in front of where the imbalance existed in order to create a more complete and long lasting improvement in that particular tissue. The tissue becomes more resistant to imbalance as a result of this very deep intervention.

## **Other Helpful Treatments**

Time permitting, you may wish to bring a few additional treatments to your students awareness.

The EM Allergy Treatment is a fantastic treatment not just for fending off the symptoms of allergies, but also for helping to heal the deeper underlying root for many kinds of allergies.

The EM Restore Me Array Treatment is a treatment designed to help restore the recipient's energy back to balance if the recipient has been negatively impacted by a Patient's treatment. For instance, if someone is touching a Patient while receiving a treatment, you can apply this treatment to the person who should not have received the treatment to undo any energy impacts on that unsuspecting person. Sometimes, this is necessary for parents if their young children are being treated and the children need to be held. This is also a treatment to apply to oneself if you feel a treatment sent to a Patient has impacted your energy as well. At EM Level 2, it is extremely unlikely that a Patient's treatment might impact the Practitioner. However, in EM Levels 3 and 4, much higher intensities are used with treatments where this becomes increasingly possible.

### **6.5 How to tie diagnosis together with treatment**

EM Diagnosis is designed to work with EM Treatment, though this is not actually necessary. Universal Qi automatically repeats diagnosis with every EM Treatment so that diagnosis is never entirely necessary. That said, EM Diagnosis helps you hone the impact of a treatment further. If you do not use EM Diagnosis, Universal Qi will diagnose the entire body when it applies diagnosis and treatment as part of an EM Treatment. However, if you do diagnose a Patient and then apply a treatment only where the diagnosis showed a problem, when Universal Qi repeats the diagnosis, it does not diagnose the entire body this time, instead it only diagnosis the much smaller area that you designate, resulting in much more detailed and refined treatment for the Patient.

To combine diagnosis with treatment, you first apply diagnosis. Then you say: "In these locations, please apply the [name of the EM Treatment]. Authen."

For instance, "With EM, please show me all Candida in my body, thank you." Followed by: "In these locations please apply the EM Candida Treatment. Authen." When you combine



diagnosis and treatment together in this way, you do not need to repeat the Patient's name and his or her relationship to you, as this is already known to Universal Qi since you just performed diagnosis with this person.

## Section 7: Resources

### Overview

Congratulations! When you've reached this section, you are rapidly heading towards the conclusion of this class. You can take a deep breath at this point. The remainder of the class is designed to educate your students about where they can go from here to enhance their EM education. In this section, you go over resources available to your students.

### Stage Of This Section

- Go over the list of resources available to your students to enhance and deepen their learning

### 7.0 Resources

Your students should not feel that this class is the end of their EM Level 2 education. It is just the beginning. Not only are you there to continue to answer questions, provide mentorship, and to offer additional classes above and beyond the basics, but there are also resources they can enjoy wherever and whenever it is convenient.

First and foremost, the EM School website is perhaps the most important resource with which your students should familiarize themselves. For instance, the website offers access to the Improve Your Baseline tools, including an MP3 file of the self-hypnosis audio file they heard earlier, which they can download into MP3 players, smartphones, tablets, or computers to listen to at their convenience.

The EM Level 2 Facebook Fan Page is an important place to go to ask questions or to read previous questions and answers

from other EM 2 Practitioners. As the teacher, you are responsible to add your students to this private Facebook forum. So, don't forget to invite your students via the EM Level 2 page on the right hand side of the screen where it says "MEMBERS".

A video of the EM Level 1 course is also online for your students that also follows the standard class curriculum in the case they feel they missed important information or want to review theory again at some later point.

Most importantly, your students are each other resources. There is no better way to learn EM then to create small groups of interested EMers working together to explore the hidden nuances of this healing craft.

EM Level 2 Practitioners can now teach EM Level 1. Encourage your students to teach EM Level 1 to everyone they know. Our goal is to grow EM in a viral manner. As the creator of EM, I hope I serve as a positive example in decentralizing the structure of EM. The faster we spread the word about EM, the better we will be at creating "herb protection" against infectious organisms without relying entirely on vaccines, the more we grow our own personal practices as EM Practitioners since people are aware of EM and understand what it offers, and the better we can protect EM from legal or corporate wrangling by those who see EM as a threat to the current power structures.

## **Section 8: Leveling Up To EM Level 3**

### **Overview**

While every EM Level 2 Practitioner needs time to practice with EM before Leveling Up further, it is important to emphasize that EM Level 2 is the last of the Lay Practitioner Levels, but this is hardly the end of where EM can go. The goal of this section is to encourage your students to learn the Professional Levels of EM: Level 3 and eventually Level 4.

### **Stage Of This Section**

- Describe EM Level 3
- Explain how to Level Up when the time is right

### **8.0 EM Level 3**

The Lay Practitioner Levels of EM offer your students all of the tools they need to enjoy the power of EM. However, the Professional Levels of EM are for people who want the maximum power of EM. The difference between EM Level 2 and EM Level 3 in intensity is night and day. The Professional Levels are for people who want to learn much more EM theory. Where EM Level 2 came with a 350 page book, the EM Level 3 curriculum both online and offline offers over a thousand pages of content and access to over 14 DVDs worth of video classes. Where the Lay Practitioner Levels offer 60 amazing EM Treatments, the entire database of EM Treatments is available to EM Level 3 Practitioners, well over 1000 treatments in total. Where EM Level 2 offers Kinesthetic Diagnosis, EM Level 3 also offers Visual, Auditory, Yes/No, and Multiple Choice Diagnosis.

EM Level 2 Practitioners can Level Up to EM Level 3 at any time. You as their teacher can offer EM Level 3 mentorship to

your students. Over the next few months, we will continue to flesh out the additional ways that you can support your students in EM Level 3.