

Dear Integral Qigong & Tai Chi Student:

You are registered for workshop #4225-539, "Integral Qigong & Tai Chi Teacher Training: Your New Career in the Emerging Mid, Body & Spirit Health-Care System" with Roger Jahnke, O.M.D. and Guest Qi Instructors, September 4 - 29, 2006. The 200-hour Integral Qigong and Tai Chi curriculum meets the professional members standard for instructors from the National Qigong Association. We will explore:

1. Traditional and contemporary qigong and tai chi forms
2. Teaching methodologies
3. Anatomy and physiology - both Western and Chinese
4. Philosophy foundations in Taoism, Buddhism
5. Adapting qigong and tai chi to diverse populations (sick, well, young, elder)
6. Professional relations and marketing
7. Integral qigong and tai chi teacher training

Complete, sign, and return the Institute of Integral Qigong and Tai Chi Training Program Code of Professional Standards (ALL PAGES OF THE STANDARDS FORM) and the Registration Interview to Omega Institute, Attn: Debbie Warnes, 150 Lake Drive, Rhinebeck, NY 12572.

There is required reading and viewing for this course. These are materials the instructors would like for you to review before the course begins.

#### Required Reading and Viewing

*The Healer Within* by Roger Jahnke Harper SanFrancisco  
*Most Profound Medicine* by Roger Jahnke Health Action Press  
*The Healing Promise of Qi* by Roger Jahnke Contemporary Books  
*Qigong-Chi Kung-- Awakening and Mastering the Medicine Within You* by Roger Jahnke In DVD or Video

#### Recommended Reading

*The Secret of the Golden Flower* Translated by Thomas Cleary Harper SanFrancisco  
*Tao Te Ching* by Stephen Mitchell, Perennial; (October 7, 1992)  
*The Book of Balance and Harmony: A Taoist Handbook* Translated by Thomas Cleary Shambhala  
*Chuang Tzu: Inner Chapters translation* by Gia-Fu Feng and Jane English Amber Lotus  
*I Ching or Book of Changes* by C.F. Baynes (editor), Richard Wilhelm (translator) Princeton University Press  
*Illustrated I Ching* by R.L.Wing, Doubleday

#### Suggested Reading

*Taoist Meditation and Longevity Techniques* by Livia Kohn  
*Taoism: Road to Immortality* by John Blofeld  
*The Way of Qigong: The Art and Science of Chinese Energy Healing* by Ken Cohen

Please see the Institute's Website: <http://www.FeeltheQi.com>

Plan to arrive Monday, September 4, 2006 between 5:00 p.m.-7:00 p.m. Rooms will be ready after 5 p.m. The workshop will begin at 9:00 a.m. on Tuesday, September 5, 2006.

We look forward to seeing you. If you have any questions, contact Omega Reservations at 800-944-1001. For any course content questions, call 805-685-4670 or email [randr@west.net](mailto:randr@west.net).

Thank you.

Sincerely,

*The Omega Staff*

# Institute of Integral Qigong and Tai Chi

*Director: Roger Jahnke, OMD*

243 Pebble Beach Dr.  
Goleta, CA 93117  
805-685-4670  
Email [randr@west.net](mailto:randr@west.net)  
<http://www.FeeltheQi.com>

Friends in Qi,

Welcome to an experience that many will tell you changed the course of their lives. Qigong and Tai Chi are major players in the "new" health care system and in the popular movements of personal empowerment, mind/body medicine, living in the "now" and inner peace. Time magazine called Tai Chi "the perfect exercise". Qigong is the mother of Tai Chi and all of Chinese medicine.

A 200 hundred hours training is an intensive. It is easiest and best (though not absolutely necessary) if you begin in advance with reading and practice. Every bit of advance practice and investigation will benefit your engaging in the process of cultivation. It is our goal to establish a retreat and intensive context that will leverage personal transformation.

To complete the 200 hour certification it is necessary for us to work and play together for some portions of our weekends. Because we want to use the shared time wisely and create free time for rest, study and practice, it is best if you do not make personal plans for alternative activities until we have clarified the weekend time that we will be together.

Certification for teaching self-care and self-healing practices like Qigong, Tai Chi, meditation, Yoga, etc will only become more common and less easy to complete as the holistic revolution merges with our natural tendency for bureaucracy. Programs that seek to bring integrative, complementary, mind/body concepts to the mainstream typically require a system of certification for minimum standards of quality, effectiveness and safety. While this system does not currently exist at an official governmental level, it is a very reasonable career move to be ahead of the certification curve. We will discuss this more in September.

Imagine we are going to China to sacred mountains and ancient learning centers. What would you like that to be like? Be responsible for creating that experience for yourself. Nutritious food, humble lodging, fellow students devoted to deepening, lots of practice, rich information and the retreat context all conspire to create a wonderful experience. Be careful about expectations. How often have I seen people trying to get something they "expect" while missing the marvelous experience that is actually occurring?

This will be deep, empowering and fun. See you at Omega soon.

Wishing you well,

Roger Jahnke, OMD

## PLEASE SIGN AND RETURN THE FOLLOWING FORM (All pages)

### Institute of Integral Qigong and Tai Chi Training Program Code of Professional Standards for Qigong and Tai Chi Instructors

#### SECTION 1: Statement of Purpose

The Institute of Integral Qigong and Tai Chi Training Program recognizes the sensitive nature of the student-teacher relationship. We believe that it is the responsibility of the Qigong and Tai Chi teacher to ensure a safe and protected environment in which a student can grow professionally, physically, mentally, and spiritually.

#### SECTION 2: Principles

In order to protect the student in this potentially vulnerable relationship, as well as to uphold the highest professional standards for Qigong and Tai Chi teachers, we agree to accept the following foundational principles:

1. To avoid discriminating against or refusing professional help to anyone on the basis of race, gender sexual orientation, religion, or national origin.
2. To stay abreast of new developments in the field of Qigong and Tai Chi through educational activities and study.
3. To seek out and engage in collegial relationships, recognizing that isolation can lead to a loss of perspective and judgement.
4. To manage our personal lives in a healthful fashion and to seek appropriate assistance for our own personal problems or conflicts.
5. To provide rehabilitative instruction only for those problems or issues that are within the reasonable boundaries of our competence.
6. To establish and maintain appropriate professional relationship boundaries.
7. To cultivate an attitude of humanity in our teaching, we dedicate our work to something greater than ourselves.

#### SECTION 3: Professional Practices

In all professional matters we maintain practices and teaching procedures that protect the public and advance the profession.

1. We use our knowledge and professional associations for the benefit of the people we serve and not to secure unfair personal advantage.
2. Fees and financial arrangements, as with all contractual matters, are always discussed without hesitation or equivocation at the onset and are established in a straightforward, professional manner.
3. We may at times render service to individuals or groups in need without regard to financial remuneration.
4. We neither receive nor pay a commission for referral of a student.
5. We conduct our fiscal affairs with due regard to recognized business and accounting procedures.
6. We are careful to represent facts truthfully to students, referral sources, and third party payers regarding credentials and services rendered. We will correct any misrepresentation of our professional qualifications.
7. We do not malign colleagues or other professionals.

#### SECTION 4: Student Relationships

It is our responsibility to maintain relationships with our students on a professional basis.

1. We do not abandon or neglect students. If we are unable, or unwilling for appropriate reasons, to provide professional help or continue a professional relationship, every reasonable effort is made to arrange for a continuation of instruction with another teacher.
2. We make only realistic statements regarding the benefits of Qigong and Tai Chi.
3. We show sensitive regard for the moral, social, and religious standards of students and groups. We avoid imposing our beliefs on others, although we may express them when appropriate in the Qigong and Tai Chi class.

4. We recognize the trust placed on and unique power of the student-teacher relationship. While acknowledging the complexity of some Qigong and Tai Chi relationships, we avoid exploiting the trust and dependency of students. We avoid those dual relationships with students (e.g. business, close personal, or sexual relationships) that could impair our professional judgment, compromise the integrity of our instruction, and/or use the relationship for our own gain.

5. We do not engage in harassment, abusive words or actions, or exploitative coercion of students or former students.

6. All forms of sexual behavior or harassment with students are unethical, even when a student invites or consents to such behavior involvement. Sexual behavior is defined as, but not limited to, all forms of speech, gestures, and behavior as well as physical contact of a sexual nature; harassment is defined as, but not limited to, repeated comments, gestures, or physical contacts of a sexual nature.

7. We recognize that the teacher-student relationship involves a power imbalance, the residual effects of which can remain after the student is no longer studying with the teacher. Therefore, we suggest extreme caution if you choose to enter into a personal relationship with a former student.

## SECTION 5: Confidentiality

We respect the integrity and protect the welfare of all persons with whom we are working and have an obligation to safeguard information about them that has been obtained in the course of the instruction process.

1. All records kept on a student are stored or disposed of in a manner that assures security and confidentiality.

2. We treat all communications from students with professional confidence.

3. When supervising apprentices or consulting with other Qigong and Tai Chi teachers, we use only the first names of our students, except in those situations where the identity of the student is necessary to the understanding of the case. It is our responsibility to convey the importance of confidentiality to the apprentice or consultant.

4. We do not disclose student confidences to anyone, except: as mandated by law; to prevent a clear and immediate danger to someone; in the course of a civil, criminal, or disciplinary action arising from the instruction where the teacher is a defendant; for purposes of supervision or consultation; or by previously obtained written permission. In cases involving more than one person (as student), written permission must be obtained from all legally accountable persons who have been present during the instruction before any disclosure can be made.

5. We obtain written consent of students before audio and/or video tape recording or permitting third party observation of their sessions.

6. When current or former students are referred to in a publication, while teaching, or in a public presentation, their identity is thoroughly disguised.

## SECTION 6: Assistant, Student, and Employee Relationships

As Qigong and Tai Chi teachers, we have an ethical concern for the integrity and welfare of our assistants, students, and employees. These relationships are maintained on a professional and confidential basis. We recognize our influential position with regard to current and former assistants, students, and employees, and avoid exploiting their trust and dependency. We make every effort to avoid dual relationships with such persons that could impair our judgment or increase the risk of personal and/or financial exploitation.

1. We do not engage in sexual or other harassment of current assistants, students, employees, or colleagues.

2. All forms of sexual behavior, as defined in Section 4.6, with our assistants, students, and employees are unethical.

3. We advise our assistants, students, and employees against offering or engaging in, or holding themselves out as competent to engage in, professional services beyond their training, level of experience, and competence.

4. We do not harass or dismiss an assistant or employee who has acted in a reasonable, responsible, and ethical manner to protect, or intervene on behalf of, a student or other member of the public or another employee.

## SECTION 7: Interprofessional Relationships

As Qigong and Tai Chi teachers, we relate to and cooperate with other professional persons in our immediate community and beyond. We are part of a network of health care professionals and are expected to develop and maintain interdisciplinary and interprofessional relationships.

1. Knowingly soliciting another teacher's students is unethical.
2. Speaking of other teachers with disrespect is unethical.

## SECTION 8: Advertising

Any advertising, including announcements, public statements, and promotional activities, done by us or for us, is undertaken for the purpose of helping the public make informed judgements and choices.

1. We do not misrepresent our professional qualifications, affiliations, and functions, or falsely imply sponsorship or certification by any organization.
2. Announcements and brochures promoting our services describe them with accuracy and dignity. These promotional materials should be devoid of exaggerated claims about the effects of Qigong and Tai Chi. We may send them to professional persons, religious institutions, and other agencies, but to prospective individual students only in response to inquiries or as long as that promotional material is sent to a reasonable audience in a noninvasive way.
3. We do not make public statements, which contain any of the following:
  - a. A false, fraudulent, misleading, deceptive or unfair statement.
  - b. A misrepresentation of fact or a statement likely to mislead or deceive because in context it makes only partial disclosure of relevant facts.
  - c. A statement implying unusual, unique, or one-of-a-kind abilities, including misrepresentation through sensationalism, exaggeration, or superficiality.
  - d. A statement intended or likely to exploit a student's fears, anxieties, or emotions.
  - e. A statement concerning the comparative desirability of offered services.
4. Advertisements or announcements by us of workshops, clinics, seminars, growth groups, or similar services or endeavors are to give a clear statement of purpose and a clear description of the experiences to be provided. The education, training, and experience of the provider involved are to be appropriately specified.

Signed by: \_\_\_\_\_

Print Name: \_\_\_\_\_

Dated: \_\_\_\_\_

Biography of Institute of Integral Qigong and Tai Chi Director  
Roger Jahnke, O.M.D.

Roger Jahnke, O.M.D., has been in clinical practice of acupuncture and traditional Chinese medicine for nearly 25 years. He is the author of *The Healer Within*, an acclaimed introduction to qigong that has been embraced by the medical mainstream (<http://www.Healthy.net/HealerWithin>). Dr. Jahnke has traveled to China eight times to explore the promise of qi and qigong in parks, hospitals, research institutes, and the temples and sacred mountains of the Taoists and Buddhists. He is the chairperson of the Qi Cultivation Department at the Santa Barbara College of Oriental Medicine and the founder–director of the Institute of Integral Qigong and Tai Chi Training Program. Roger is a founder of National Qigong Association (N.Q.A.) and was recently appointed the chair of the N.Q.A. Board. His second book, *The Healing Promise of Qi*, published in April 2002, has become an instant classic in the literature of tai chi, qigong and Chinese medicine in the Western world. See also <http://www.Qigong-ChiKung.com>.

## Integral Qigong & Tai Chi Teacher Training Daily Schedule

Earlier than 7 a.m. – Optional Personal Practice

7:00 a.m. – 8:00 a.m. – Optional Tai Chi or Optional Yoga

7:00 a.m. – 7:30 a.m. – Optional Meditation

7:00 a.m. – 8:45 a.m. – Breakfast

9:00 a.m. – noon – Workshop/Training

12:00 p.m. – 12:30 p.m. – Practice Teaching

12:30 p.m. – 1:45 p.m. – Lunch

2:00 p.m. (sometimes 2:30) -5:00 p.m. – Workshop/Training

5:00 p.m. – 5:30 p.m. – Practice Teaching

5:30 p.m. – 6:15 p.m. – Optional Yoga or Dance Movement

5:30 p.m. – 6:00 p.m. – Optional Meditation

6:00 p.m. – 7:15 p.m. – Dinner

7:30 p.m. (sometimes 8 p.m., sometimes free) – 9:00 p.m. or 9:30 p.m. Sample workshop, guest teacher, lecture, practice, concert, community gathering, dance, or film.

After hours – Optional Personal Practice and Study

## Weekend Schedule

There are some activities associated with the class on weekends and we have a designated practice and study hall. It will work out that much weekend time is free. Please do not schedule alternative activities, however, until we have had some time to finalize the schedule. This is a training intensive and an opportunity for radical personal growth. Consider using free weekend time for reading, study, innovating, meditation, writing, or practice.



## ***Application for Admission to Integral Qigong and Tai Chi Training Program***

### CONTACT INFORMATION

Name:

Date:

Day Phone:

Evening Phone:

Permanent Address:

City:

State/Zip:

Current Address:

City:

State/Zip:

E-mail Address:

Social Security Number:

Emergency Contact:

When would you like to begin the Integral Qigong and Tai Chi training program?

### PREVIOUS EDUCATION

Please list all post-secondary institutions you have attended including non-degree-granting schools.

Name of Institution

Dates Attended

Degree

### REGISTRATION INTERVIEW

1) Have you completed any instruction and personal practice in one or more forms of Qigong and/or Tai Chi? The more varied your practice and experience, the better prepared you will be to teach effectively.

YES \_\_\_\_ NO \_\_\_\_ If YES, please list the forms and number of years have studied, practiced or taught each form. Attach additional pages if necessary

Please see next page

Form

Years Study

Years Practice

Years Teaching

2) Do you have any limiting physical or emotional conditions, which might affect your full participation in this program?

YES \_\_\_\_ NO \_\_\_\_ If YES, please list physical conditions or considerations, which may limit your participation. List any prescription medications.

Physical Conditions

Medications

You will need to be comfortable with physical movement for extended periods of time and training. If you currently receiving medical or psychiatric treatment, please discuss your participation with your physician and follow their recommendations.

3) Are you comfortable participating in a group training environment, which requires giving and receiving feedback? YES \_\_\_\_ NO \_\_\_\_

4) List any other credentials you may have in nursing, health care provider, bodywork, teaching, acupuncture, counseling, occupational therapy, physical therapy, or social services.

5) On a separate sheet of paper, please document your goals or purpose for taking this training in a Letter of Intent. Help us to focus the training for you by sharing your personal vision and interests. Include in this letter, whether you are registering to become an instructor or as a personal Qigong intensive.

CERTIFICATION

I certify that the information presented in this application is true and correct.

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Signature

Date

# Integral Qigong & Tai Chi Teacher Training Course Content

Techniques	Teaching Methodology	Anatomy, Physiology & Kinesiology	Philosophy, Psychology, & Lifestyle	Practicum	Professional Practices
<p>The Healer Within: Qigong for the Mainstream 5 Movement Methods 5 Breath Methods 15 Self Massage 3 Meditation</p> <p>The Ten Phases of Qi Cultivation and Mastery: Discover Qi Gather Qi Circulate Qi Purify Qi Direct Qi Conserve Qi Store Qi Transform Qi Dissolve in Qi Transmit Qi</p> <p><u>Qigong Forms:</u> Tai Qi Qigong Modified Tai Chi Vitality Medical Qigong Tendon Changing Marrow Washing Spontaneous Qigong Wuji Qigong</p> <p>Simple Qigong Healing Methods</p>	<p>How to Teach to Beginners</p> <p>Do's and Don'ts</p> <p>Leading vs. Teaching</p> <p>Sequencing for Different Effects</p> <p>Designing 8 Wk. Courses for Beg. &amp; Int. Levels of Classes</p> <p>Establishing a Community Practice Session</p> <p>Finding your Personal Style in Content &amp; Delivery</p> <p>Assessing Individual Needs</p> <p>Communications</p> <p>Experiential Language</p> <p>Giving &amp; Receiving Feedback</p>	<p><b>Effects, Benefits, &amp; Contraindications for all Qigong Postures, Breath practices, massage and meditation</b></p> <p><b>Basics of Traditional Chinese Medicine</b></p> <p>Physiologic mechanisms triggered by Qigong and Tai Chi.</p> <p>Physiology of Stress Reflex &amp; Relaxation Response</p> <p>Postural Alignment</p> <p>Muscle Physiology</p> <p>Qi channels, Energy Storage Centers and Comparison of the Yoga Chakras</p>	<p><b>Comparative Qigong Systems: Medical Daoist Buddhist Martial</b></p> <p>Western Psycho-Spiritual Principles</p> <p>Review Western Qigong Systems: Feldenkrais Pilates Somatics Trager Applied Kinesiology</p> <p>Teaching as a Spiritual Practice</p> <p>Qigong Classics of Daoism and Buddhism</p> <p>Comparing LaoZi's Dao De Jing with Patanjali's Yoga Sutras</p> <p>Assisting Students in Personal Evolution</p>	<p>Personal Practice</p> <p>Keeping a Journal</p> <p>Composing Several Brief Written Assignments</p> <p>Practice Teaching</p> <p>Practice Leading</p> <p>Giving Lectures and Demonstrations</p> <p>Self Evaluation</p> <p>Co-Mentoring</p>	<p>Marketing &amp; Enrolling</p> <p>Networking with Hospitals and the Medical Community</p> <p>Networking with Other Professionals &amp; Related Organizations</p> <p>Building Community</p> <p>Membership in Teacher Organizations</p> <p>Certification from National Qigong Association</p> <p>Selecting Future Trainings</p> <p>Insurance &amp; Liabilities</p> <p>Room Specifications</p> <p>Code of Ethics</p>
Approx. 105 Hrs	Approx. 23 Hrs	Approx. 22 Hrs	Approx. 22 Hrs	Approx. 17 Hrs	Approx. 11 Hrs