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## Initial Yi Ren Qigong Teaching Experience

February 2007 was the time of my initial Yi Ren Qigong teaching experience as a “community volunteer” at the State Hospital in Steilacoom.

Months earlier a friend who was a staff counselor/administrator at Washington State Hospital in Steilacoom was in the process of transferring to a new department and a new position at the hospital where one of her main duties would be to conduct training and rehabilitation classes for patients, many of whom had been convicted of crimes, but were now candidates for outpatient status (these students were generally sharp bi-polar folks...not developmentally disabled). At that earlier time my friend had joined me in several level-I group-type practices and had a feel for the potential grounding, calming effect of Yi Ren Qigong group practice.

My first “class” day in February, after being introduced and giving a quick two or three-minute introduction as to what Qigong was about, was spent simply sitting and observing the class dynamics. My friend proceeded to teach or lead the class with the more standard regular (non-energetic) agenda. The class was a “two” hour class which started late and ended early such that there were effectively two forty minute segments. The class was held in a class-office where the phone sometimes rang, the computer sometimes beeped new messages and the intercom sometimes cracked out a brief message. Knowing that this class was a volunteer taught class and therefore not directly associated/accredited with IQ&IAM, I had previously had the idea that this class would have to be “adaptive” and yes, it was certainly beginning to look that way.

As I eventually began teaching, and as I had been forewarned, some percentage of the students were quite calm (probably due to medication), while at least one student was typically in more of a “hyper” state. I always had had the sense that this particular student was somehow threatened at some level (by me personally or perhaps in general) even though I took steps to be non-threatening.

Probably the biggest mistake I made in teaching this class was to neglect to formally plan my class-days to include a scheduled time for at least ten or fifteen minutes of personal practice and detoxification both before AND after each class.

For the first three weeks of teaching, I drove up to Seattle immediately after class and each of these times discovered that foreign energy had entered my body for which I only became

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aware of after about ten to fifteen minutes driving North on I-5. Fortunately, on each of these occasions I was able to release most of this energy by simple awareness, while continuing to drive.

With that success of identifying and releasing energy, I became complacent and discovered that at some point depressive energies below my level of awareness apparently had been accumulating. This accumulation had me in a state of moderate depression by the time of the last class of the series. I realized even during the course of that class I was not well and was probably doing the students a disservice by being present in that state of mind. This was particularly disturbing to me because for a number of months previous, with awareness, I had been successful at “shaking off” negative energies. In this last class of the series, I felt helpless even with the awareness.

Many good things came out of this over-all experience however.

- Most of the students were clearly calmer and more grounded at the end of each class. Particularly the “hyper” student was noticeably calmer at the end of each class.
- One of those initial class students has gone on to become a core student of my following class series at the hospital and by his account and description has come to the point of being remarkably sensitive to his internal energies.
- A personal good thing that came out of this experience is a great appreciation on my part of my newfound modified daily practice which gives greater priority to level-3 protective practices.

Respectively Submitted,

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