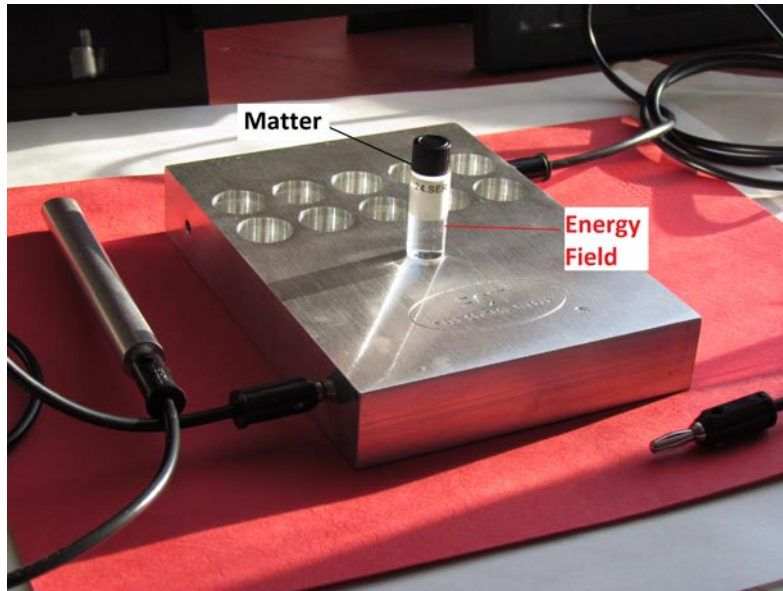


# Field Control Therapy<sup>®</sup> (FCT) Bioresonance Testing, Hands-on and Principles

Presenters: Simon Rees, ND & Kevin Eakins, ND

Based on the work of Savely Yurkovsky, MD

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## Key Themes and Objectives:

### Overview:

1. Watch and learn how to practise bio-resonance testing (BRT) in Field Control Therapy<sup>®</sup> (FCT) via a non-force muscle test at the ankles, guided through the key test steps and core moves. Learn to do it yourself via a simple guided “step by step” process of starting with the A-B-Cs, alongside presentations teaching and reinforcing the fundamentals, to provide a platform from which you can easily build up into clinical practice. See how the complexities of medicine, and entire broad scope of FCT<sup>®</sup>, can be achieved through mastery of certain key essential building blocks and recurring core themes.
2. Learn how to perform four key BRT questions and three key BRT moves. Achieve this using a simple but powerful method evolved by the tutors after working with hundreds of past students and refining what best helps them to get started and to progress quickly.
3. Discover how these four questions and three moves form the foundation of the entire FCT<sup>®</sup> test, and watch an introductory guided tour of the rest of the main steps in the testing algorithm based on this.
4. Presentation and refresher on the key underlying concepts of patient evaluation and case analysis built in to this method and guiding the BRT: the information-field basis of the bioresonance test circuit (applied to diagnostics and therapeutics in one flow); and the systems analysis of key organs and key organ *relationships* (i.e., prioritized sequencing of “Where?”s and “What?”s).

### Recommended Reading:

The following book is essential reading for anyone watching these DVDs: “Biological, Chemical and Nuclear Warfare: Protecting Yourself and Your Loved Ones” by Savely Yurkovsky, M.D. That is the only prerequisite. However, we also recommend to any new student of FCT<sup>®</sup> that the following are also especially useful as key points of entry: Dr Yurkovsky’s “Basic Level” DVD course, and his articles “*The Law of Unintended*

*Consequences, Parts 1 and 2” and “Chelators of Mercury, Lead and Other Heavy Metals: Theoretical Benefits, Suboptimal Results and Real Dangers”.*

### About the Presenters and the Aim of the Course:

FCT<sup>®</sup> practitioners and tutors Simon Rees, ND, and Kevin Eakins, ND, have drawn from many years of experience studying under Savely Yurkovsky, MD, and teaching practical FCT<sup>®</sup> courses, to present here their unique method of packaging Dr Yurkovsky’s clinical work into a series of easy-to-learn steps. Everything taught is based on, and reflects, material that Dr Yurkovsky has taught before, but refined into a streamlined package and with the tutors’ personal flavour and perspective. Through their emphasis on fundamentals of both bio-resonance testing and clinical practice, the curriculum of this introductory day has been popular with beginners and intermediate students as well as with experienced veteran practitioners seeking a refresher.

The scope of the material is limited by the timeframe of one day, hence the aim of the course is to present a thorough but focused introduction to hands-on implementation of FCT<sup>®</sup> bio-resonance testing. Longer courses are also separately available for those wishing to pursue FCT<sup>®</sup> hands-on training further. These options include a combination of Dr Yurkovsky’s FCT<sup>®</sup> curriculum on DVD ([www.yurkovsky.com](http://www.yurkovsky.com)), for the theory, practice, clinical observation, skills and mastery of FCT<sup>®</sup>, and, complementing it, the FCT<sup>®</sup> Graduate Programme taught by Simon Rees, ND and Kevin Eakins, ND ([www.systemsrevolution.com](http://www.systemsrevolution.com)), for students wishing to pursue a systematic hands-on training aimed at enabling students to practise FCT<sup>®</sup> clinically.

This one-day format concentrated the tutors’ minds into focusing on the most important clinical elements, and also on devising and explaining how to perform a series of bio-resonance testing exercises that can be practised at home. These exercises, and the accompanying presentations, bridge the skills required for any student to start or improve, whether an absolute beginner or an intermediate student. They also include points of focus and refinement for the advanced practitioners to benefit from as a review, and some of those in attendance observed that the material was presented in an original way so that even experienced practitioners, too, learned new ways of looking at things and doing things, and in particular a new language of prioritization. The majority of slideshows, materials and clinical sheets used on this course were newly designed for the day and so represent original content that had not been taught before in these ways.

### Detailed Programme of Topics Covered:

#### Section 1:

Preparation: Flow, relaxation, focus, play. Switch off phones. Discharge electromagnetic field (EMF) stress from body. Clear mind of stresses, activities, preoccupations.

Case Study: Mr “Ivor Dyseaze” case interview. Patient questionnaire pre-filled out then discussed.

- Step 1 of Bioresonance Test Procedure: Talking to the Patient.
- This is a fictitious case study in practice for demonstration purposes. First, the patient tells his story while being interrogated.
- Following this, there is a group discussion concerning the case analysis: based on the case interview and questionnaire, (a) What can we suspect or look for diagnostically? (b) What kind of interventions can we consider therapeutically?
- Discussion of FCT<sup>®</sup> perspective – including drawing up a list of key organs and tissues likely to be involved (our suspect list), plus other organs likely to impact those organs, and likely key pernicious factors in any of these organs. Which of these various factors may hold more vs. less clinical meaning or priority?

Slideshow presentation #1: Overview of Bioresonance Testing in FCT<sup>®</sup> – Key Concepts and Objectives.

- Overview of the FCT<sup>®</sup> approach to diagnostics.
- Complexity vs. systems analysis of organs and organ systems: investigating key organs and key organ relationships.

- What are the causes of illness? Review of Dr Yurkovsky's "Leading Stars" model of the key pernicious factors undermining the health of organs and tissues.
- Information-field paradigm and the concept of the "bioresonance test circuit" (informational diagnostics) leading directly in to homeopathics (informational therapeutics).
- Vectors of disease – a three dimensional approach.
- Precise list of the Eight Key Objectives of the bioresonance testing algorithm used in FCT®.
- Practising the basic binary query in bio-resonance: the first test reading – known as the "stress reading". What is it? How is it obtained? How does it work?

## Section 2:

Case Study (continued): Bioresonance Test – First Four Test Questions.

Patient and practitioner remove metallic items from bodies, empty pockets and prepare area. Patient takes off shoes and leans back as if to be muscle-tested. Some pretend test moves are then performed, with narration, to demonstrate a few general questions and parameters of testing and apply FCT® case analysis to Mr Ivor Dyseaze's case. From this, instructions for how to complete the first four bioresonance test questions.

### **EXERCISE 1 –**

#### **Using Patient Testing Sheet 1**

Bioresonance Testing Practice Part 1 – First Four Test Questions

Practise a set sequence of 4 preliminary test questions, which are to evaluate:

Step 2a. Are the test conditions okay to proceed?

Step 2b. Patient vitality status?

Step 3. Does the patient have an issue with electro-magnetic fields (EMFs) in the bedroom?

Step 4. Body Mapping of up to 20 Key Organs – which of these are significantly stressed?

These are to be tested first using dummy cards, then tested in a spirit of fun practice on multiple volunteers.

## Section 3:

Slideshow presentation #2: Muscle-testing and the importance of software.

- Asking the right questions
- Accuracy vs. Meaning
- Self-evaluation and the evolution of practitioner skills

Slideshow presentation #3: Barriers to Testing.

- Identifying and understanding common obstacles to FCT® bioresonance testing.

Case Study (continued): Bioresonance Test – Moves A, B and C

Slideshow presentation #4: Demonstration of the "grammar" of FCT® bioresonance testing.

- Presentation of Moves A, B and C
- Two common examples streamlined into practice exercises
- First, the evaluation of a key organ (A) and its first pernicious layer (B) and a potency for this (C)
- Next, the evaluation of an organ distress level (A) and its corresponding organ (B) and a potency for this (C)

### **EXERCISE 2 –**

#### **Using Patient Testing Sheet 1 (last column)**

Bioresonance Testing Practice Part 2 – Test Moves A, B and C

Practise a set sequence of 3 test steps, which are examples of Moves A, B and C:

A. Identifying an organ which is significantly stressed.

B. Identifying the first priority pernicious layer in that organ.

C. Choosing a therapeutic potency for that layer.

### **EXERCISE 3 –**

#### **Using Patient Testing Sheet 2**

Bioresonance Testing Practice Part 2 – Sarcode Match Exercise

Practise a different set sequence of 3 test steps, which are again examples of Moves A, B and C:

- A. Identifying the worst level or degree of organ stress which is present in the body (“organ distress level”).
- B. Identifying the first priority organ in the body, which is the one found at that level of stress.
- C. Choosing a therapeutic potency for that organ.

#### **Section 4:**

Brief taster of further study options.

#### **ALGORITHM DEMO**

Full FCT<sup>®</sup> Test “Algorithm” Sequence Demonstration – A Guided Tour of the “Full Monty”.

Bringing together everything from earlier in the day, a full “pretend” case is presented, from A to Z, with a verbal explanation of each step of the journey as it is happening. Due to its complexity, this sequence is not presented here in every detailed nuance (this process is taught elsewhere but requires several in-depth days), but rather, the first objective is to give an overview of all key steps, their purpose, and a physical demonstration of the movement of test vials on and off the test platform to reflect each of these steps and how they are performed in a case example. Some recent updates and additions to the sequence are also discussed.

#### **Accompanying Materials:**

Patient Testing Sheets 1 and 2 are provided with this course, along with several other documents for home study. This is to allow the student to use these DVDs and documents to implement at home all practice exercises taught on the course, and thereby enable the DVD student to get the most out of the curriculum and, specifically, to gain full confidence in the essentials of muscle-testing and the exact fundamental bio-resonance testing moves utilized in FCT<sup>®</sup>.

To order this DVD set, please go to [www.yurkovsky.com/order-videos-kits.pdf](http://www.yurkovsky.com/order-videos-kits.pdf).