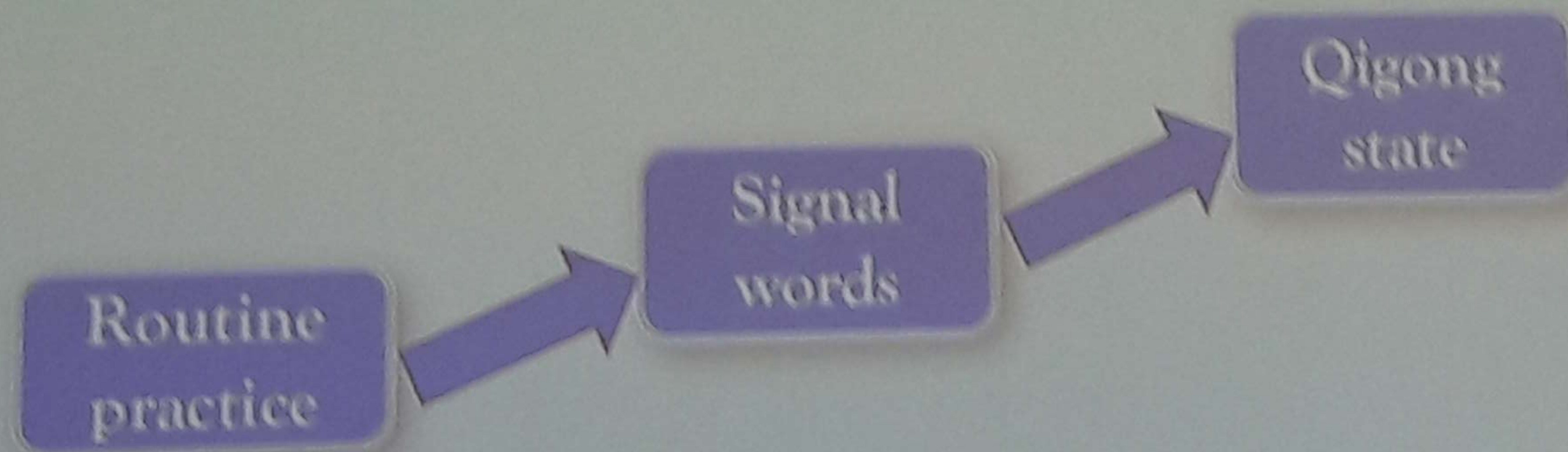


1. Abstract

Health Qigong (HQ) teaching is usually divided in three stages based on its characteristics; whereby the exercises are extended, slow, static and dynamic; where the body and the mind are united. There are three different aims in these three stages that are going to be achieved.



Tập Khí Công và Dưỡng Khí

1. Minh Xun Vô Cấu
2. Kêu Chi Mộng Cấu
3. Vô Hạn Lưu Lưu
4. Zhang Bao Kun Lun
5. Yáo An Lì Lì

Teaching of HQ

Baseline practice phase

Warm up

Instructive teaching

Collective learning

Group learning

Basic understanding of the route, direction, gesture and principles of the movements

Signal words phase

Collective practice

Group practice

Individual practice

Smooth movements and initial experience of the unity of three regulations (body, mind and breathing)

Qigong state phase

HQ-music-guided practice

Traditional classical music-guided practice

Self-guided practice

Instruct the students in the harmonic unity of three regulations in order to reach the qigong state

Can practice HQ alone

1 Ming Xi
2 Kou Chi
3 Wei Han
4 Zhang Bo
5 Yao He

2. Details of the Three-phase Teaching Method

2.1 Routine practice: the exercises are partitioned into small segments, each segment consists of 1-3 X 8 beats. This method turns HQ into gymnastics. The teacher conducts the explanation and demonstration similar to teaching gymnastics.

2.1.1 Teaching goal: the students can carry out the exercises accurately, can remember the movements, are still motivated and focused. The teaching time will be shortened and the efficiency will be increased.

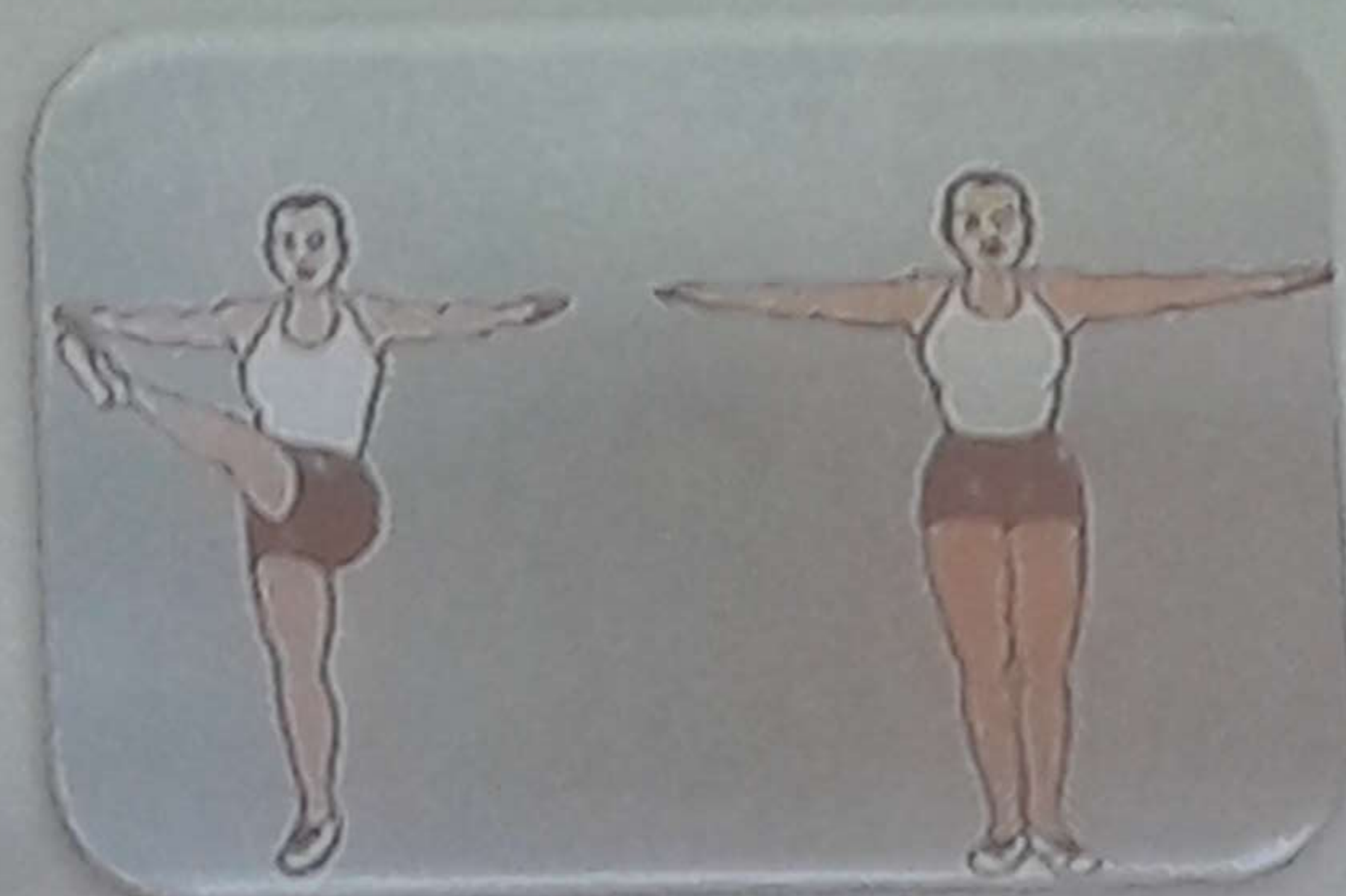
2.1.2 Teaching task: make the students master the movements fast, accurately and smoothly, as well as getting an idea about the principles.



2.1.3 "Routine practice" Teaching Method

2.1.3.1 Preparation: use suitable unarmed activities (e.g. representative movements from HQ exercises and basic Zhan Zhuang contents) in order to prepare oneself both physical and mental.

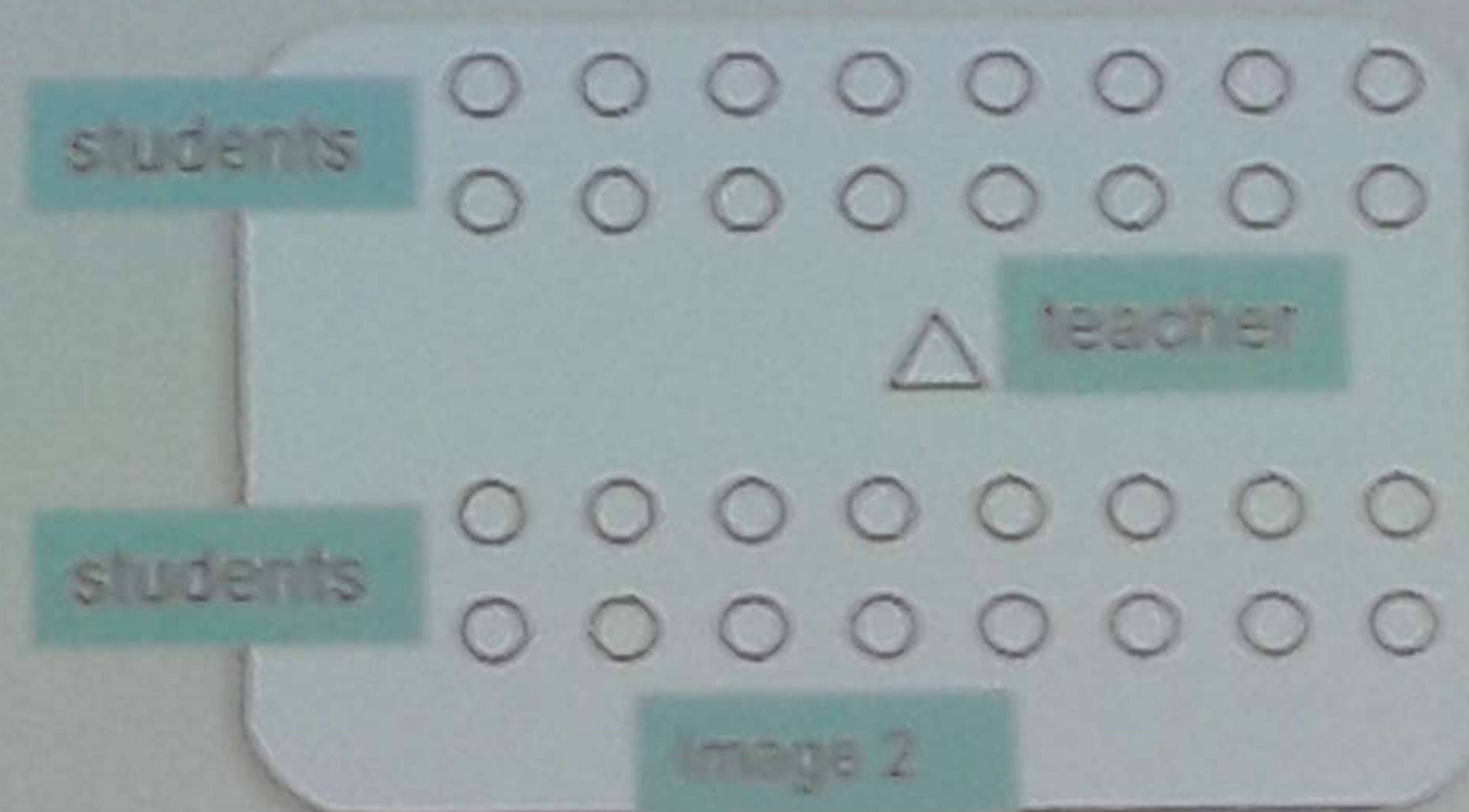
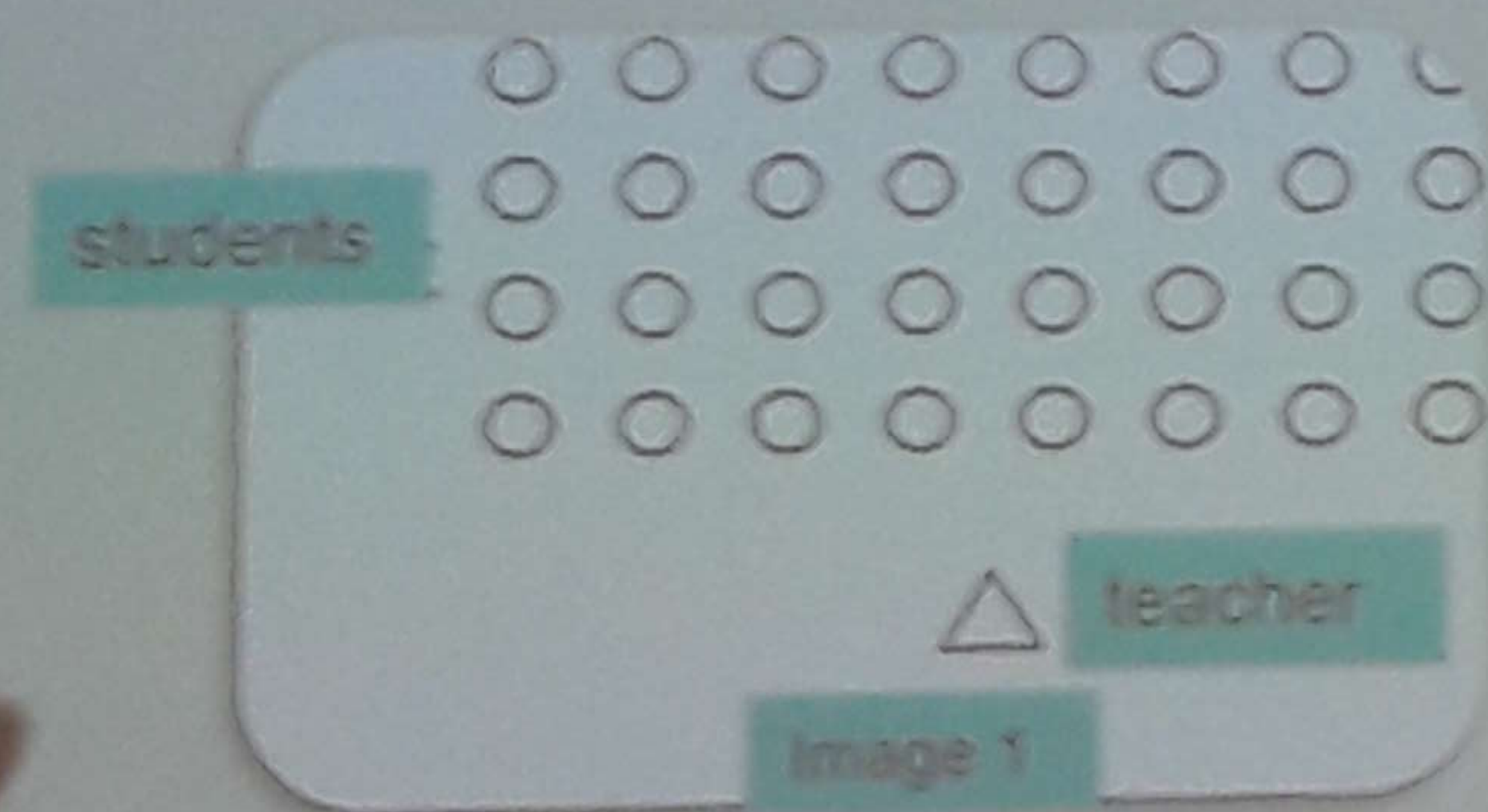
2.1.3.2 Revelatory education: stress on introduction to traditional culture during the explanation and demonstration of the movements, make sure that the students understand why they should do it in a similar way. For instance, modern science like anatomy, traditional science such as Yin-Yang theory and meridian points can be introduced. The explanation should be short and clear.



2.1.3.3 Detailed Teaching Method

a. **Collective learning:** learn simple movements as a whole and learn complicated movements broken down.

The demonstration should be entire and multi-dimensional. The mistakes should be corrected at the very beginning in order to avoid making the mistakes into a habit. Common problems will be collectively corrected, individual problems will be individually corrected.

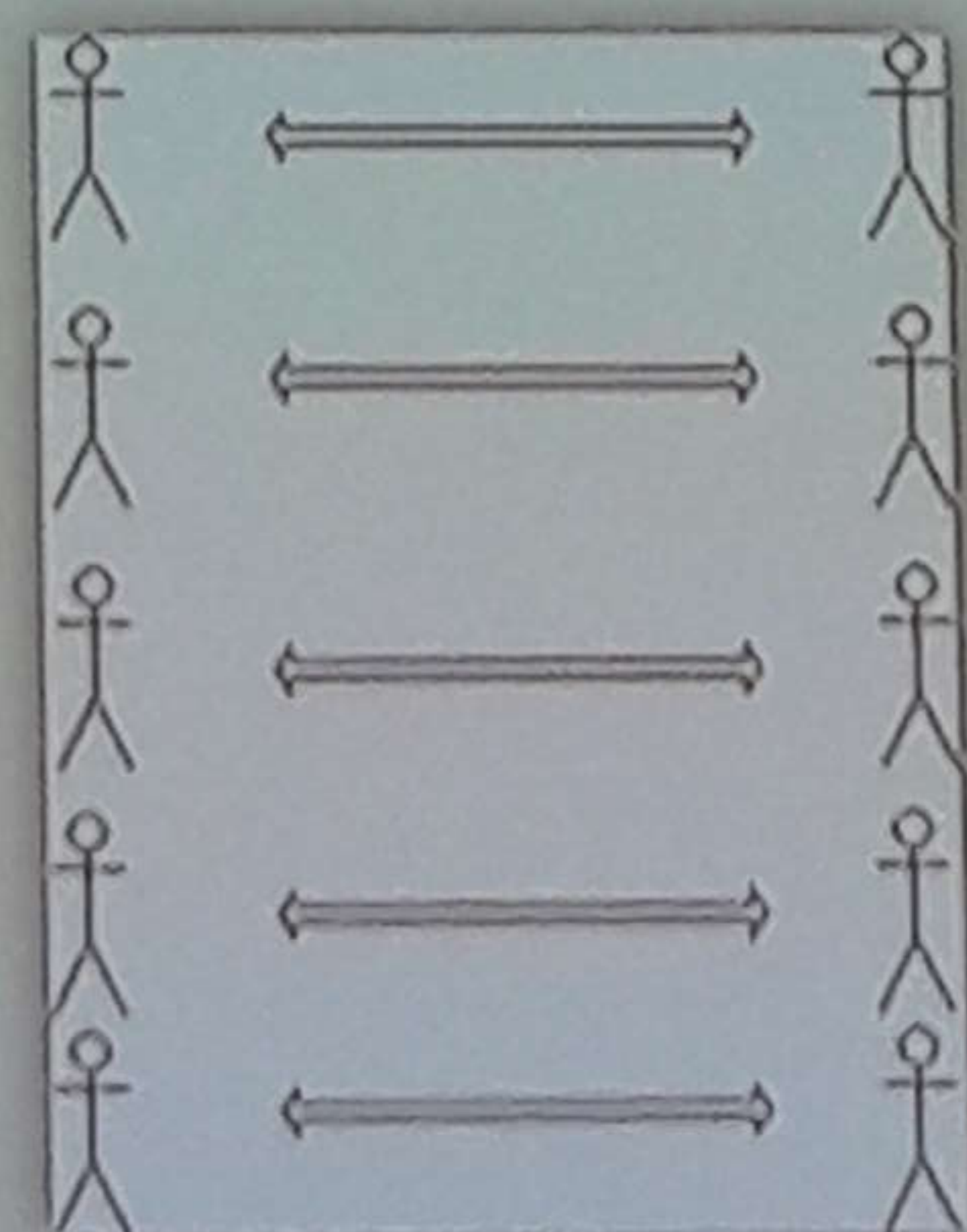
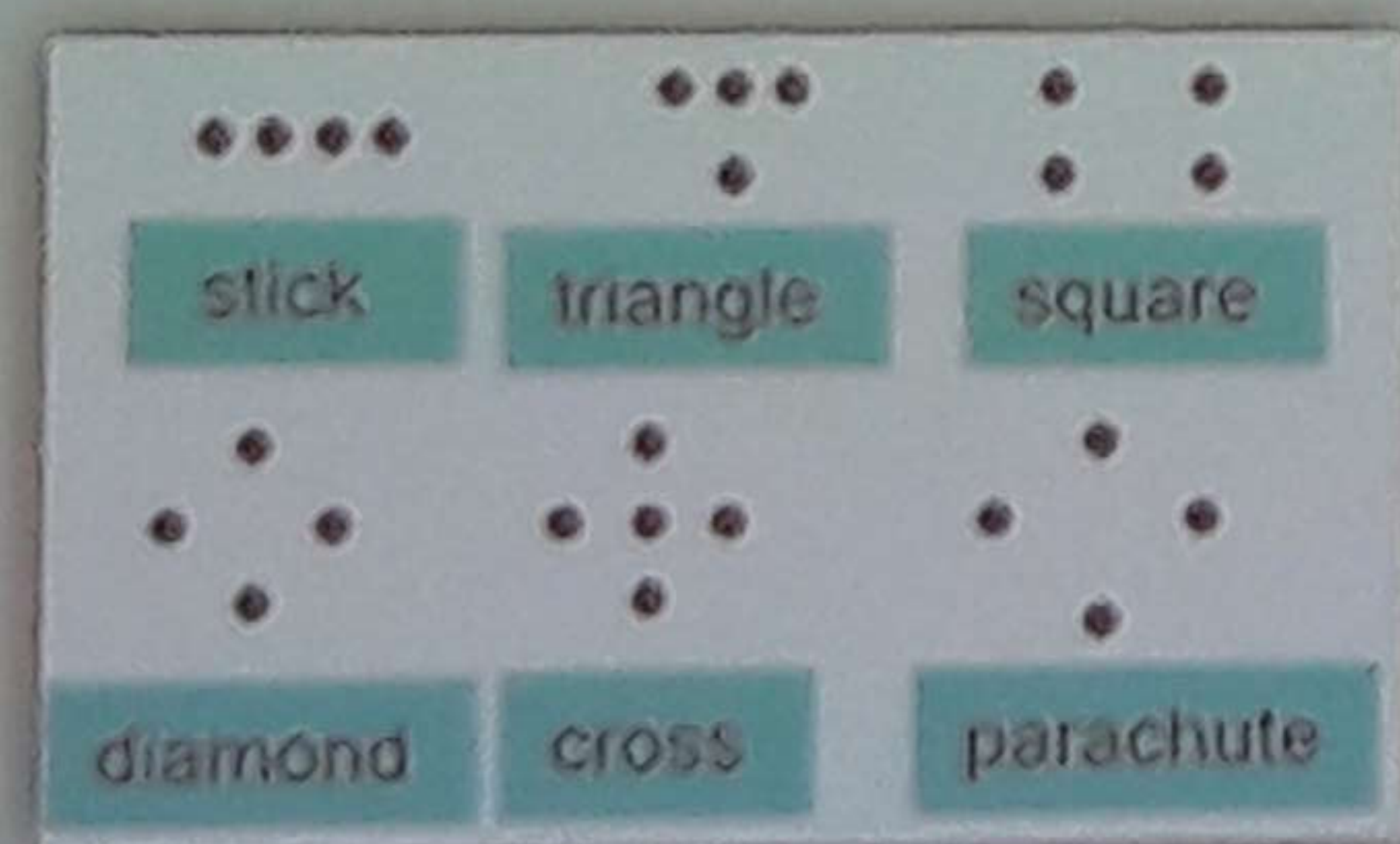


Tên Học Sinh: ...
1. Míng Xīn Wú Guā
2. Kǒu Chī Míng Guā
3. Wéi Hān Tiān Zhū
4. Zhāng Bān Kūn Lú
5. Yáo Xuān Lǚ Lǚ

2.1.3.3 Detailed Teaching Method

- b. **Group learning:** in order to train the independence of the students, they can be divided into groups of 2, 4 or 6, depending on the respective class.

The students are asked to correct each other and exchange their experiences. The teacher goes around, helps them find out their hidden problems and solve them.

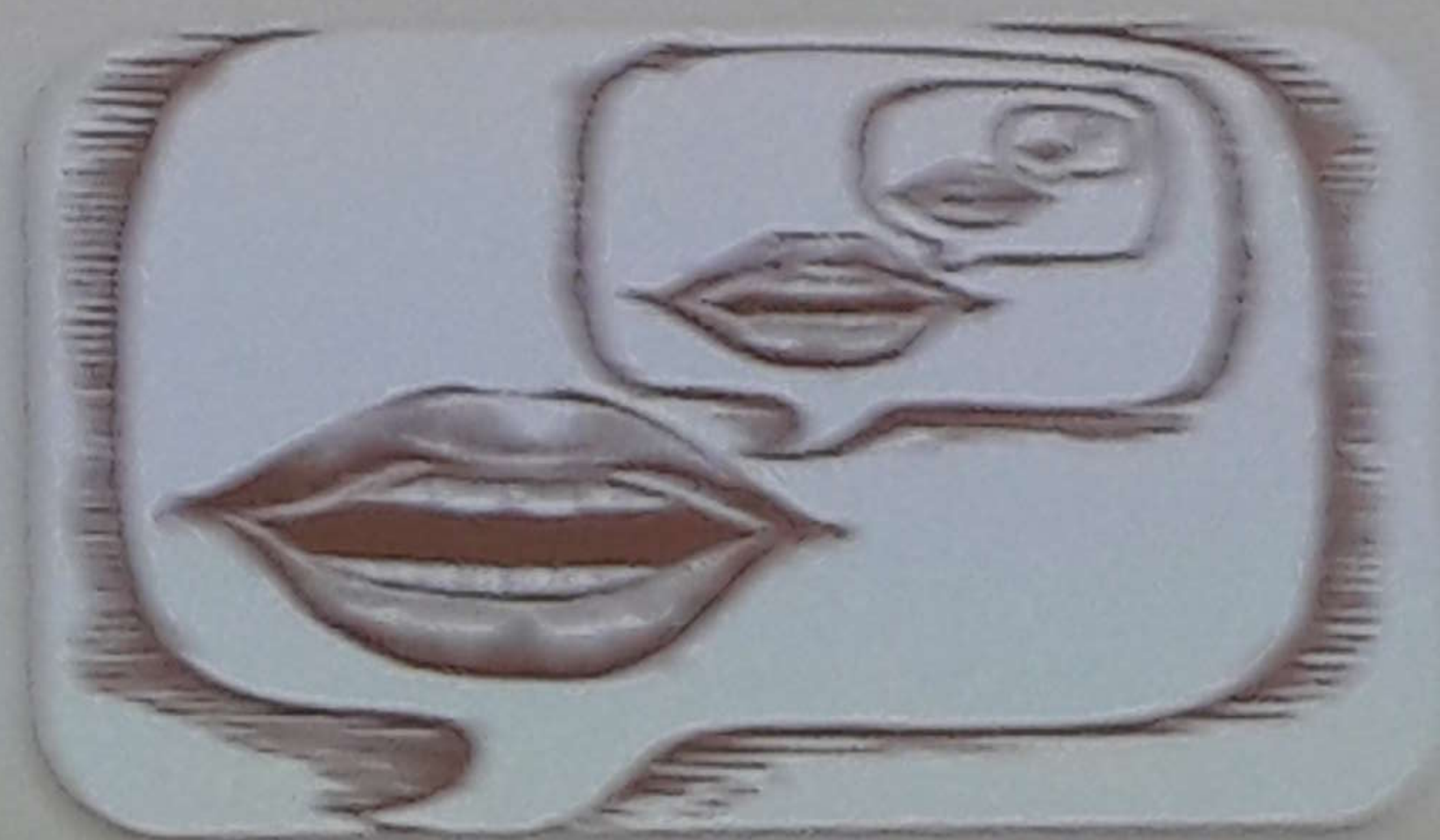


Tián 'Hàn Qióng' Shì Èr Huā Jīn
1 Míng Xīn Wò Gu
2 Kòu Chǐ Míng Gǔ
3 Wéi Hān Tiān Zhū
4 Zhāng Bào kūn Lún
5 Yáo Huān Lù lù

2.2 Signal words: the teacher guides the students through the movements by giving either fast or slow, slight or heavy stressed instructions so that the students can proceed from mechanical training to graceful training.

2.2.1 Teaching goal: the teacher can control the signal words flexibly and effectively, can remind the students of the contents and rhythm of the movements. This makes the sequence clear and easy so that the students can master the movements fast and accurately.

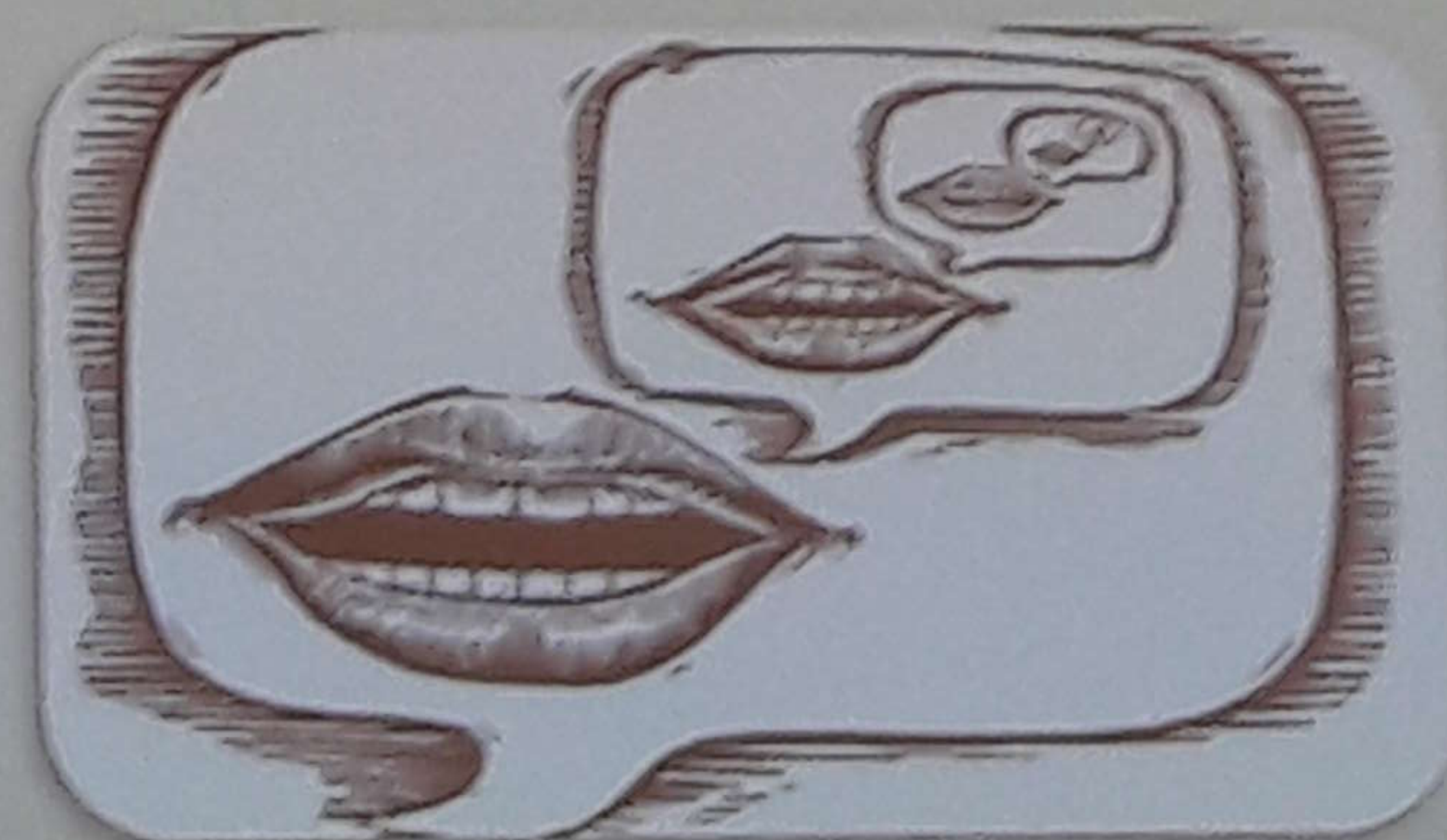
2.2.2 Teaching task: ensure that the students remember all the movements rigidly at first, then they can practice slowly under the guidance from the teacher; at the end they can master the routine and carry out the practice by themselves.



2.2 Signal words: the teacher guides the students through the movements by giving either fast or slow, slight or heavy stressed instructions so that the students can proceed from mechanical training to graceful training.

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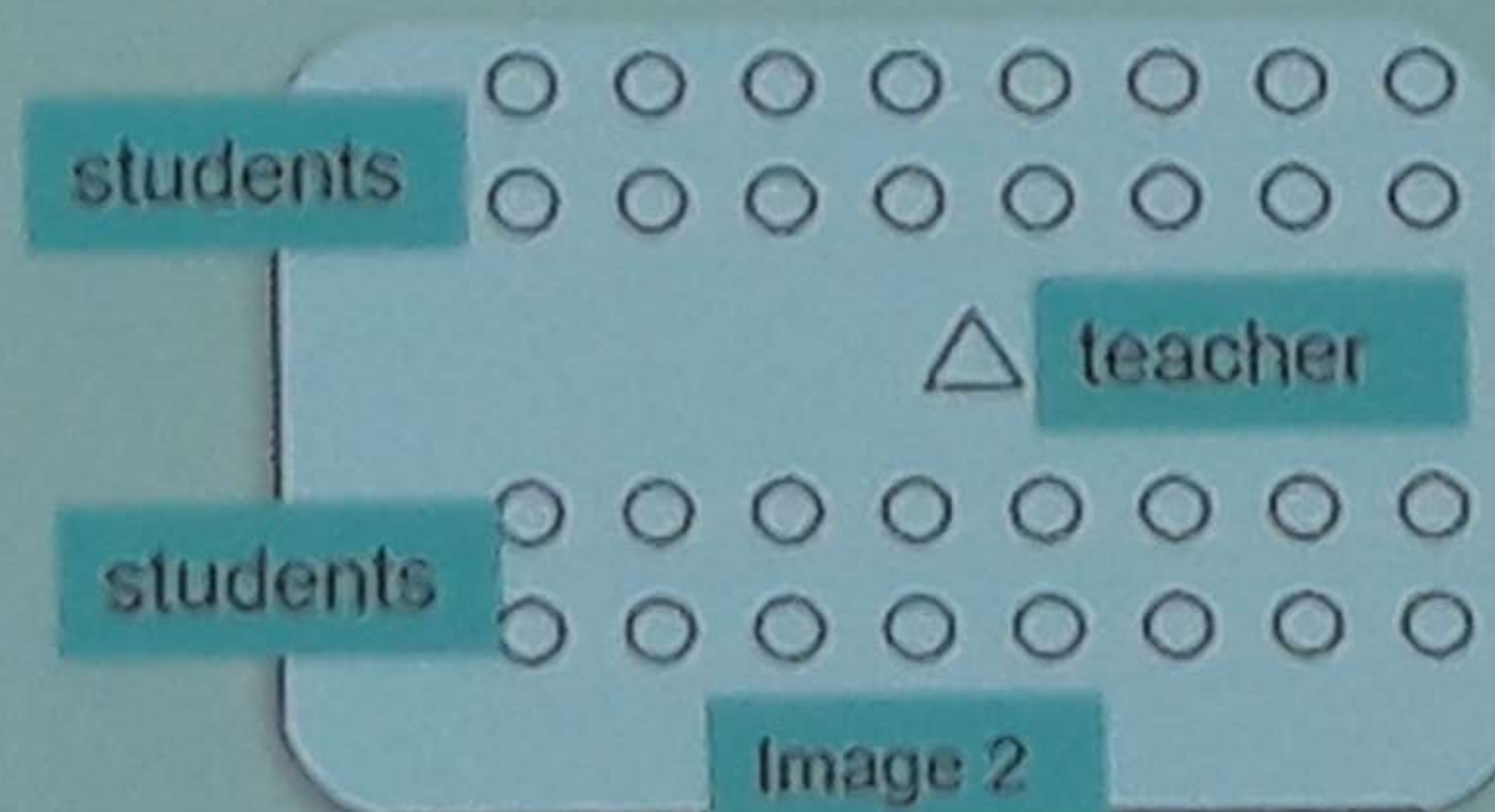
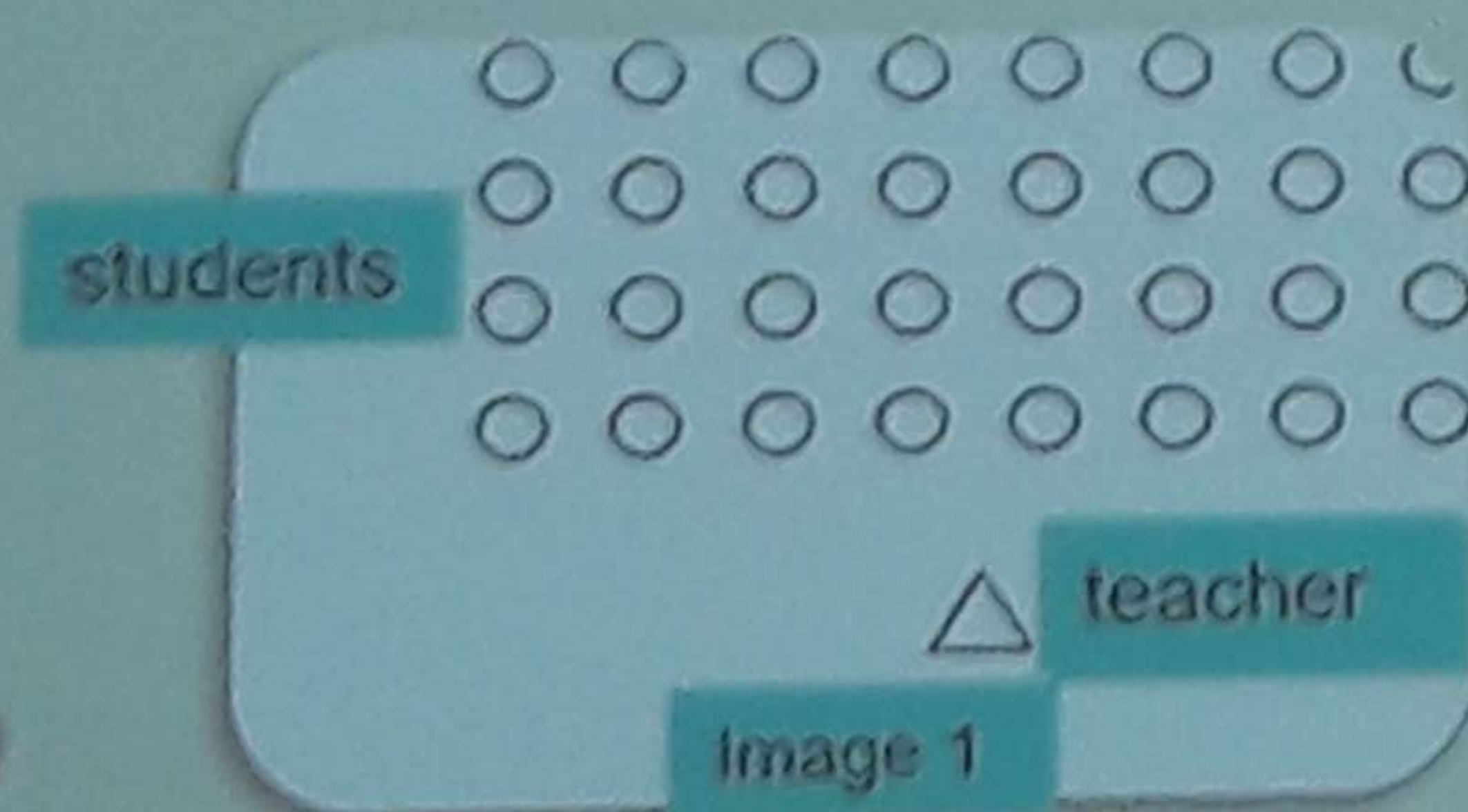
2.2.2 Teaching task: ensure that the students remember all the movements rigidly at first, then they can practice slowly under the guidance from the teacher, at the end they can master the routine and carry out the practice by themselves.



2.2.3 Detailed Teaching Method of Signal Words

- a. **Collective practice:** under the teacher's guidance, the exercises can be divided into segmental or snowballed collective practices, until the complete exercise is done.

The teacher should vary his signal words by means of tempo and emphasis. He should correct the false movements with the aid of signal words or demonstration, until the movements become right.

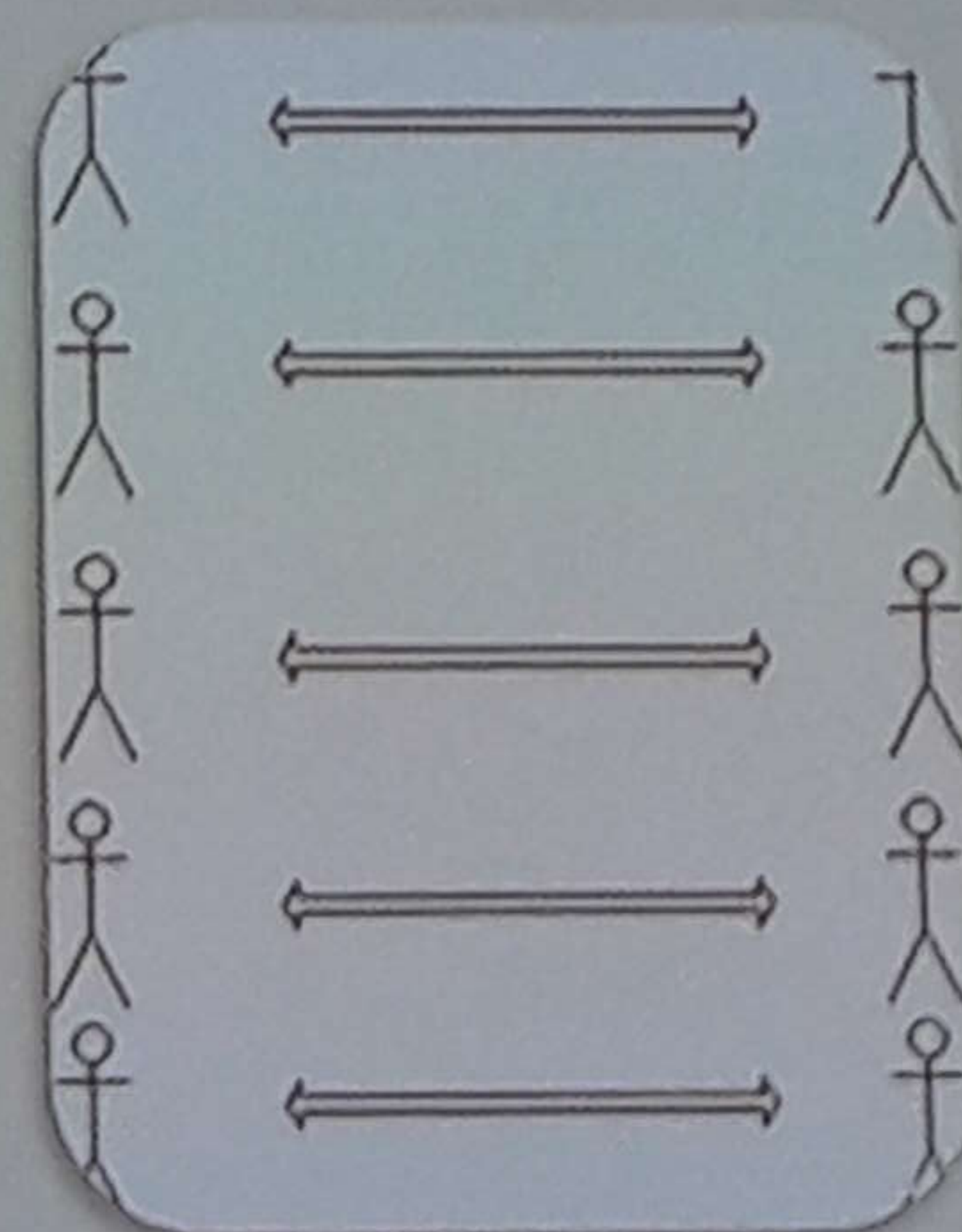
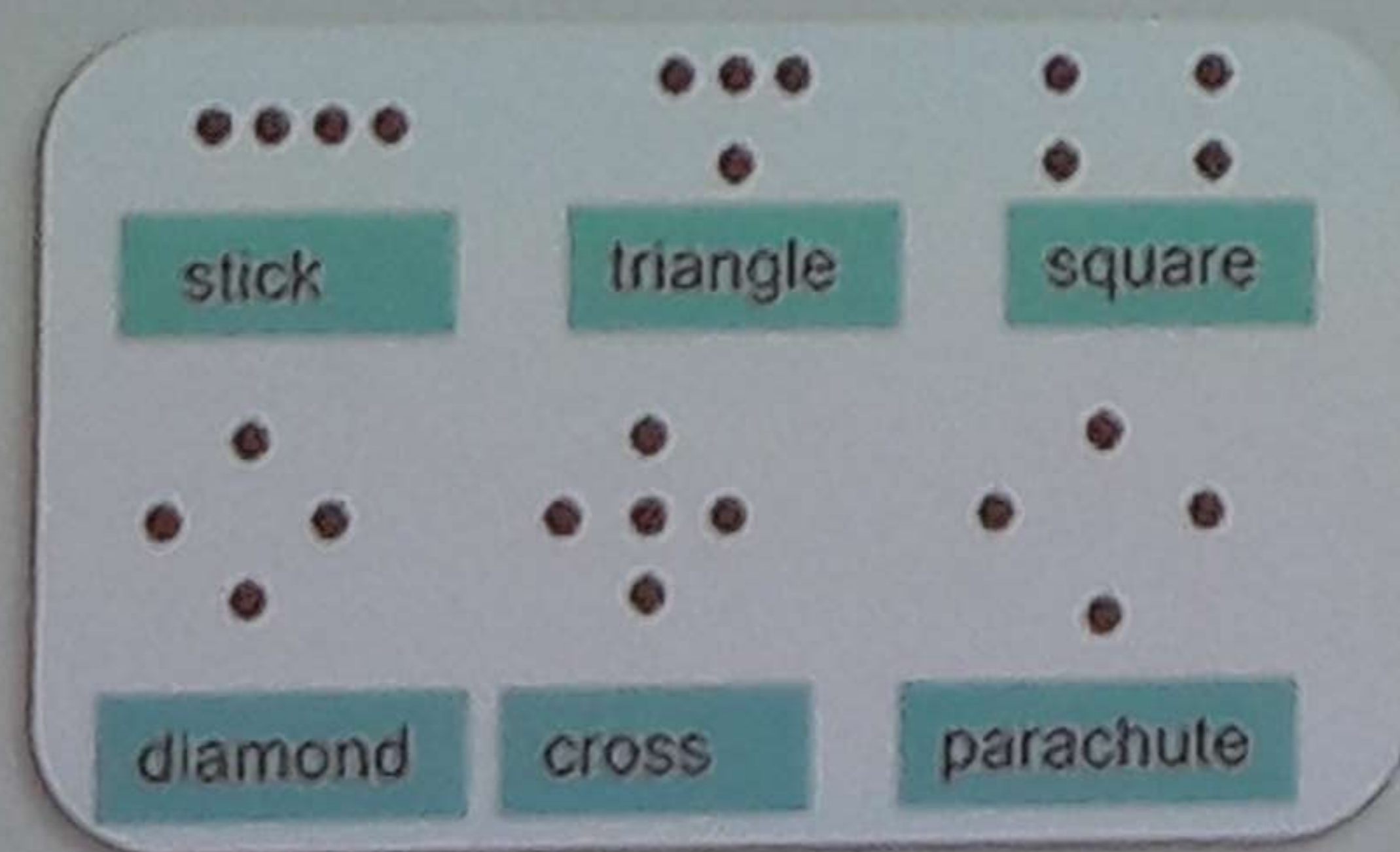


Tian Shen Qi Gong Shi Er Yuan Jia
1 Ming Xin Wo Gu
2 Kou Chi Ming Gu
3 Wei Han Tian Zhu
4 Zhang Bao Kun Lun
5 Yao Huo Lu Lu

2.2.3 Detailed Teaching Method of Signal Words

- b. **Group practice:** it requires that the teacher or representatives of the students guide the others with signal words. During the practice the students should correct each other. After practice they should commend one another

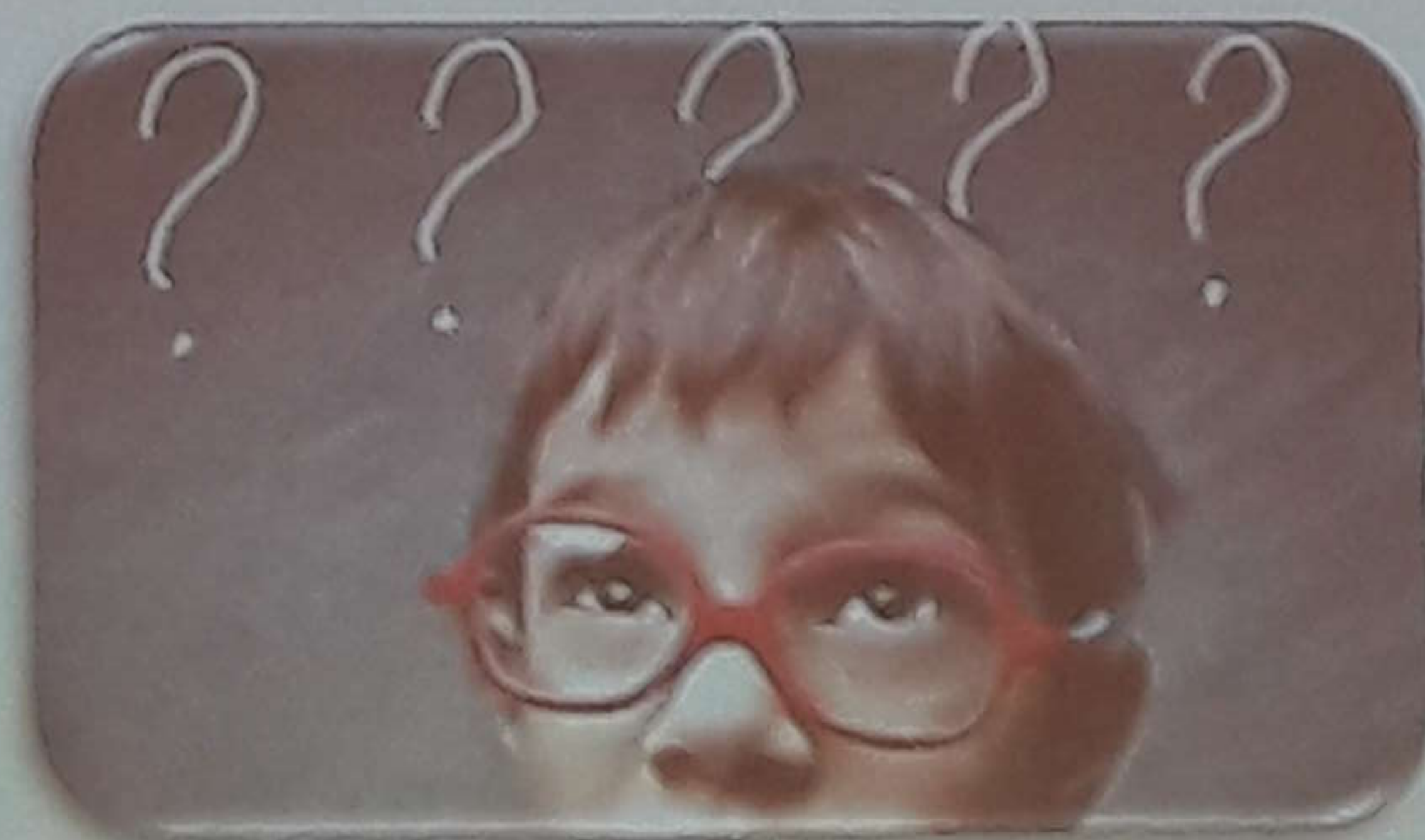
While the students are practicing, the teacher should go around and correct the individual problems. Common problems should be corrected together.



Tên Học Sinh: ...
1. Mĩng Xin Wo Gu
2. Kou Chi Mĩng Gu
3. Wei Han Tian Zhu
4. Zhang Cao Kun Lun
5. Yao Zhuan Lu Lu

2.2.3 Detailed Teaching Method of Signal Words

- c. **Individual practice:** the students are required to practice by themselves with signal words, they are suppose to observe each other and learn from one another. The teacher instructs the students during his\her rounds. He\she will give comments at the end.



Tuan 1: Hoi Quan		Tuan 2: Hoi Quan	
1	Ming Xin Wo Gu	2	Kou Chi Ming Gu
3	Wei Fan Tian Zhu	4	Zhang Guo Kan Lun
5	Yao An Lu Lu		

2.3 Qigong state: with the aid of HQ music and traditional chinese music, instruct the students in the practice, aims to enable them to do the practice later on with their own instructions

2.3.1 Teaching goal: can motivate the students, create a good class atmosphere, increase learning effect which is helpful for the qigong state.

2.3.2 Teaching task: practice with instructional music, the teacher guides the students through the practice, helps them to get used to the signal words. Through musical instruction to self-instruction. The technic and performance will be improved.

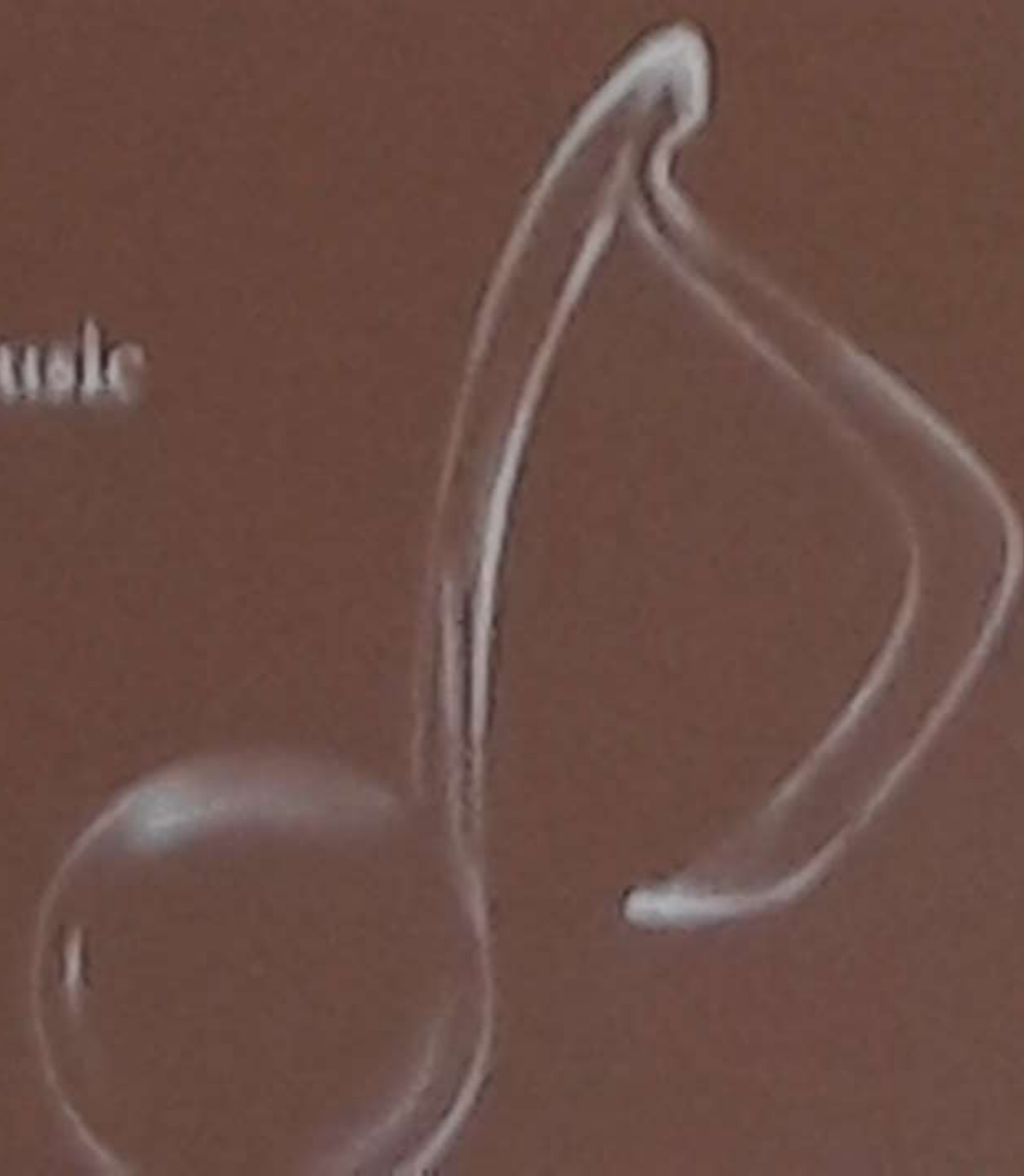


Topic	Lesson	Time	Page
1	Ming Xin Wu Gu	10	10
2	Kou Chi Ming Gu	10	10
3	Wen Han Tian Zhu	10	10
4	Zhang Guo Kan Lun	10	10
5	Yao Anlin Lu Lu	10	10

2.3.3 Detailed Teaching Method of "Qigong State"

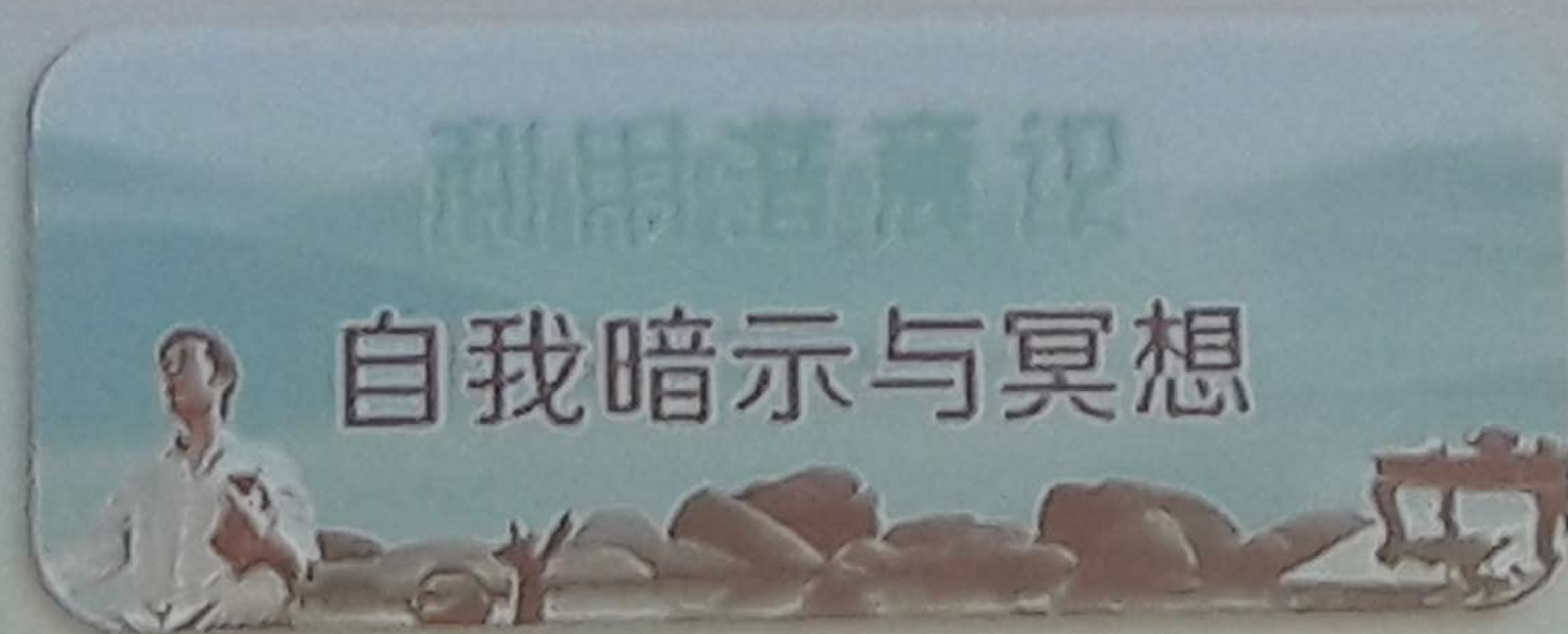
- a. **Qigong musical instruction:** signal words instruct the practice, the teacher guides the students, aids them in getting used to the signal words, imply them by body languages. The teacher is required to demonstrate the practice and express the intension of the movements in his demonstration.

HQ Music



C. Self-instruction: without musical instruction, the students practice by themselves. They practice individually and the teacher goes around quietly in order to keep them away from getting shocked.

2.3.4 Worthy of remark: It must be stressed, that when others are in qigong state, they should not be joked or harassed.



Tian Shen Qigong Shi Er Dian Jin
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1 Ming Xin Wo Gu
冥 心 握 固

2 Kou Chi Ming Gu
叩 齿 鸣 鼓

3 Wei Han Tian Zhu
微 撼 天 柱

4 Zhang Bao Kun Lun
掌 抱 昆 仑

5 Yao Zhuan Lu Lu
摇 转 鹿 鹿

3. Summary

3.1 Three stages of HQ teaching; Characters, goals and tasks of each stage

3.2 Different teaching methods and requirements during the teaching process and their worthy of remark.



Tián Shēn Qìng
1 Míng Xīn
2 Kǒu dǐ M
3 Wēi Hān T
4 Zhǎng Bào
5 Yáo Huǎ

I wish you all good
health and
happiness!

Email: ylxsdxx@126.com



1. Ming Xin Wu Gu
2. Kou Chi Ming Gu
3. Wei Han Tian Zhu
4. Zhang Bao Kan Lun
5. Yao Zhuan Li Lu

2

Development, implementation and evaluation of evidence-based training concepts to mental health, stress management, mindfulness and Health Qigong in combination with blended learning concepts

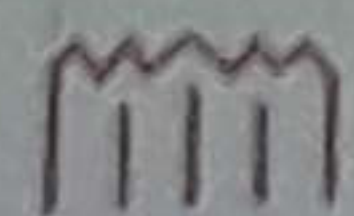
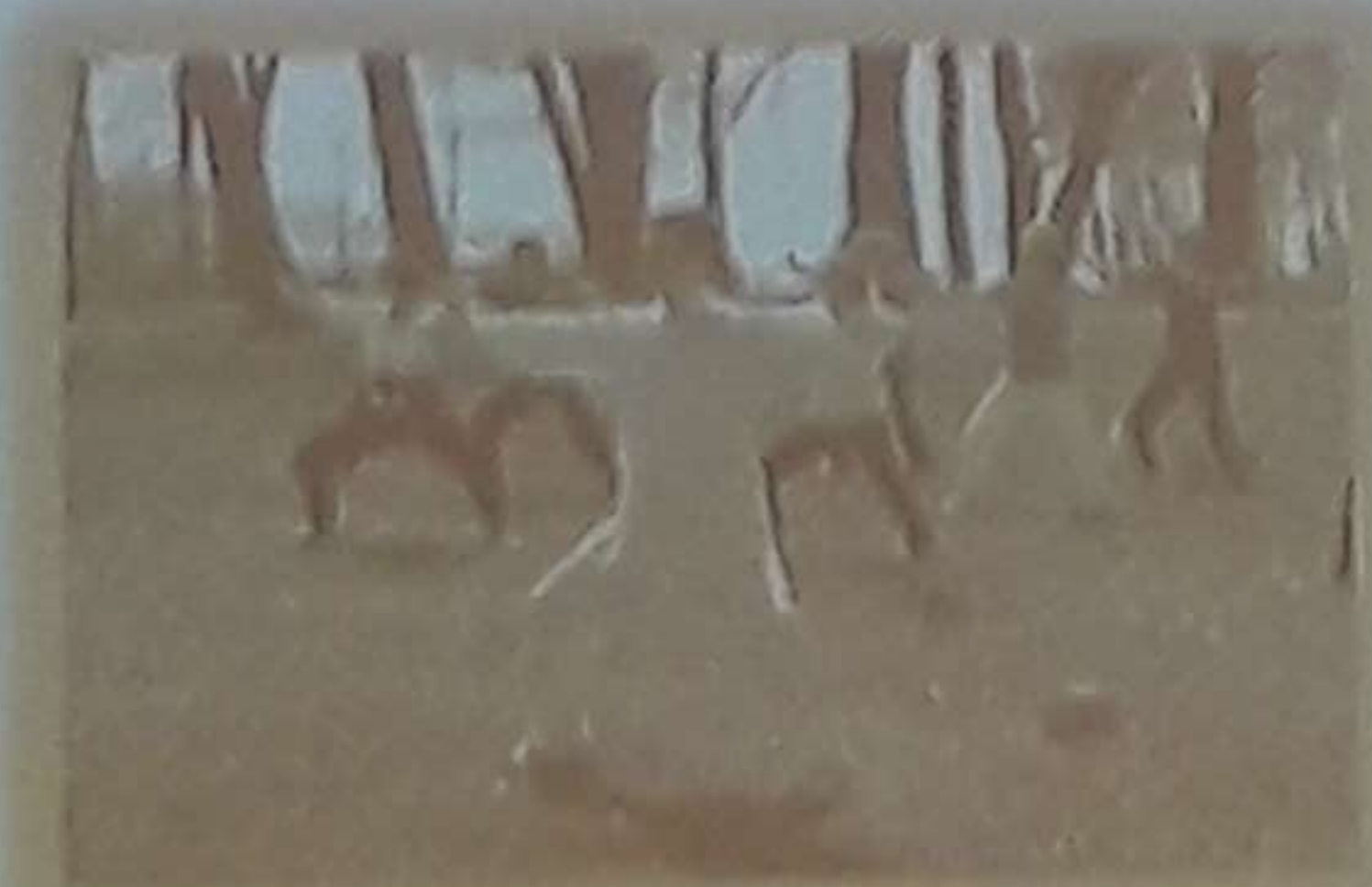
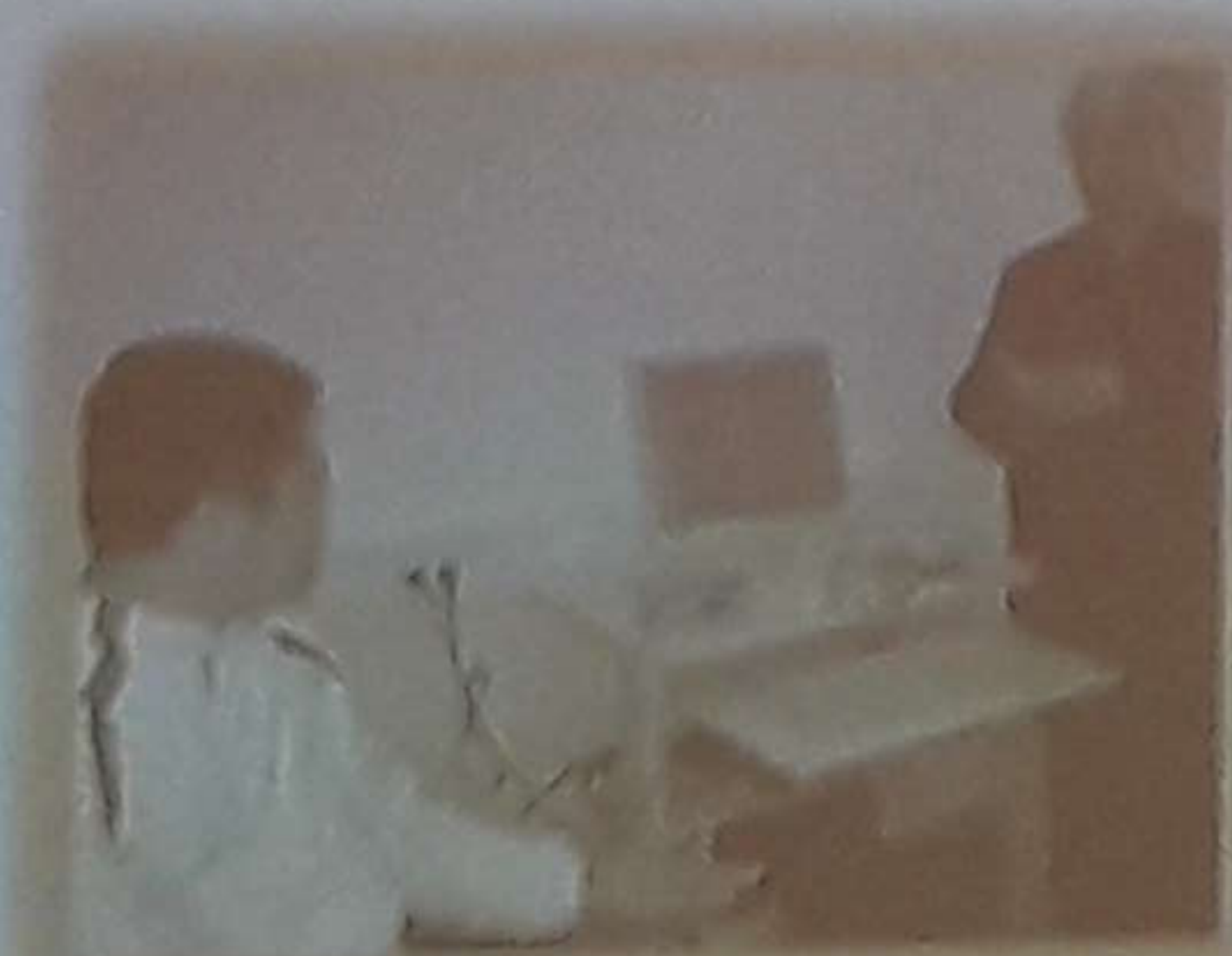
Short: „Multiplier training – Health promotion and disease prevention“

Project manager:

Prof. Dr. Willi Neumann

Prof. Dr. Bedriska Bethke

Prof. Dr. Gabriele Claßen



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University of Applied Sciences



Tian Shen Qigong Shi Er Han Jin

1 Ming Xin Wo Gu

2 Kou Chi Ming Gu

3 Wei Han Tian Zhu

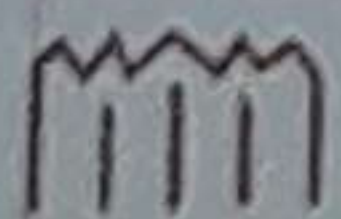
4 Zhang Bao Kun Lun

5 Yao Huai Lu Lu

Structure of the presentation

3

1. „Multiplier training – Health promotion and disease prevention“
2. Scientific quality assurance for the project
 - Objectives and primary tasks of the scientific project support
 - Research design
 - Cohort description
 - Health indicators
 - Description of an example of a reliability analysis for scale development
 - Efficacy studies
 - Summary and prospects



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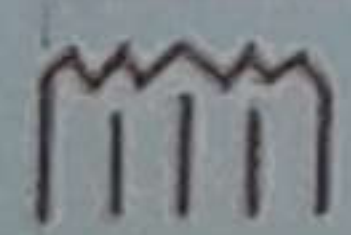


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2 Kǒu Chǐ Míng Gǔ
叩 齿 鸣 鼓
3 Wēi Hān Tiān Zhù
微 撼 天 柱
4 Zhǎng bào kūn lún
掌 抱 昆 仑
5 Yáo Huān lù lù
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Project-Objectives

„Train the Trainer“- qualifications

- Training of multipliers
- Professional and scientifically-based continuing education
- Design, introduction and evaluation of innovative evidence-based and modular training programs
- Ability of the participants to professionally plan and perform their own training programs and actions.



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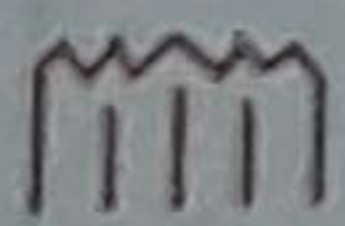


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微 撼 天 柱
4 Zhǎng Bào kūn Lún
掌 抱 昆 仑
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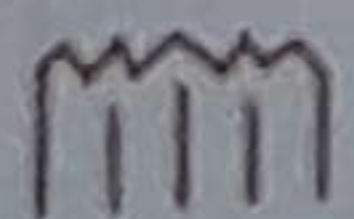
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1 Míng Xīn Wò Gu
2 Kǒu Chǐ Míng Gu
3 Wēi Hān Tiān Zhū
4 Zhāng Bào kūn Lún
5 Yáo Xuǎn lù lù

Objectives linked to the 'train the trainers' concepts:

- scientifically-based continuing education of multipliers and specialists in disease prevention
- reinforce skills in health promotion and disease prevention
- expand expertise by changing lifestyle
- develop strategies using complementary medicine for outpatient and inpatient treatment and rehabilitation
- develop new concepts for self-care and to prevent burn-out in nursing, the working environment, etc.



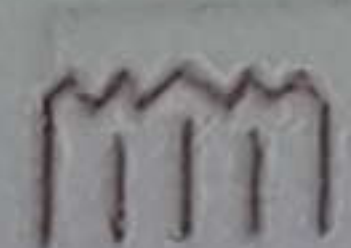
Tutor		Name		Signature	
1	Ming Xin Wu	Gu			
2	Kou Di Ming	Gu			
3	Wei Han Tian	Zhu			
4	Zhang Bao Kun	Liu			
5	Yao Shun Li	Li			

Contents

- Strategic health promotion and disease prevention
- Combination of preventive methods and approaches derived from Eastern and Western

Modules in the following areas:

1. Principles, Methods, Supervision and Teaching Practice
2. Palliative-Regenerative Stress Management
3. Multimodal Stress Management
4. Health-Promoting Qigong



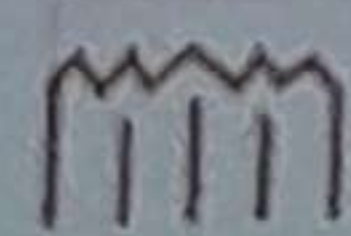
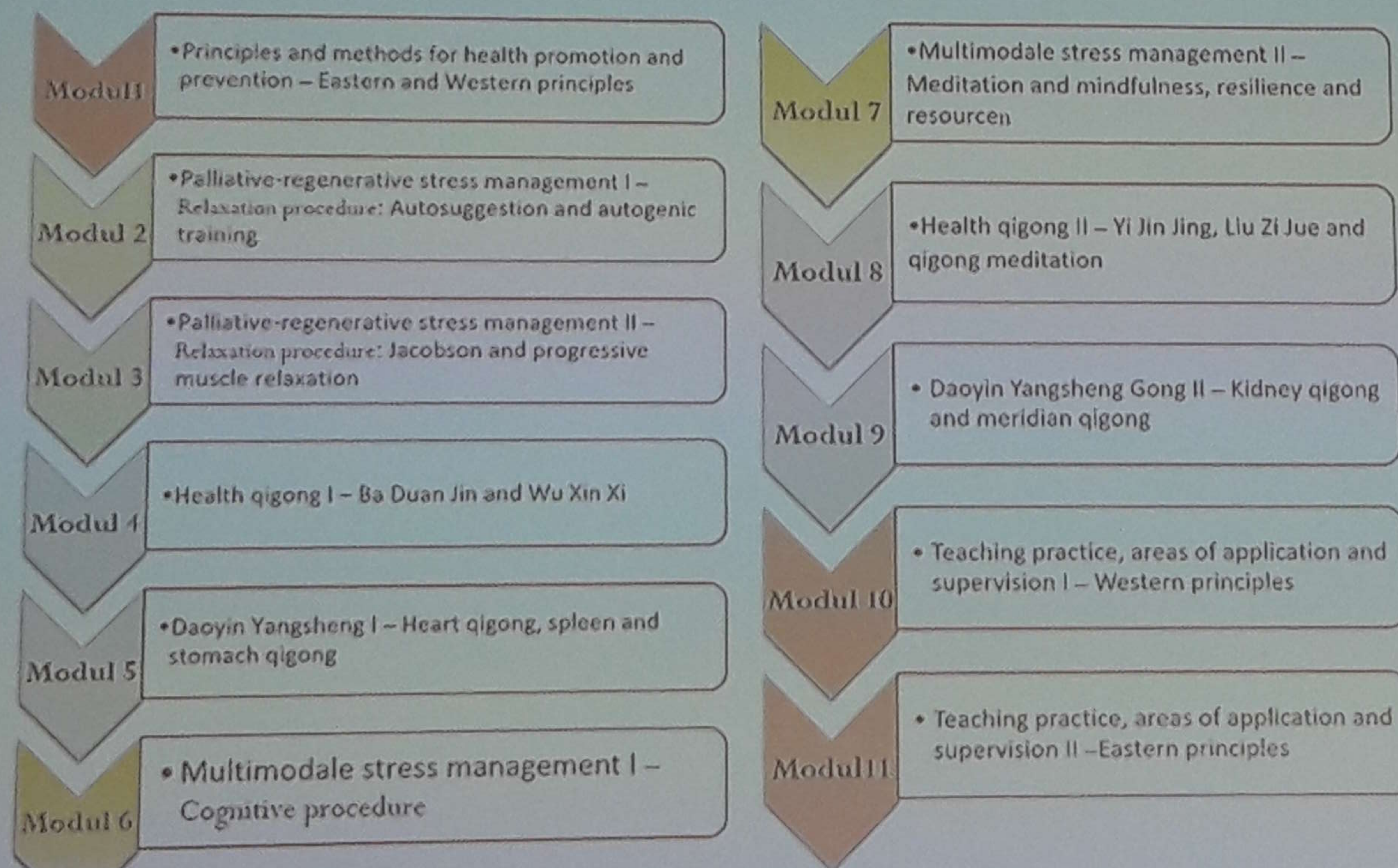
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3 Wei Han Tian Zhu
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Modules of the Multiplier training Health promotion and disease prevention

7

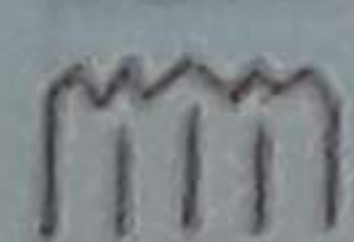


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1. Míng Xīn Wú Gū
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3. Wēi Hān Tiān Zhū
4. Zhāng Bào kūn Lún
5. Yáo Huān Lǚ Lù

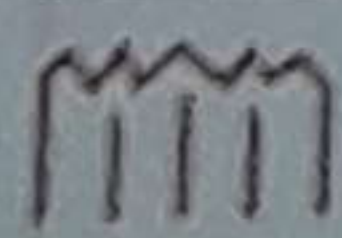
The scientific quality assurance for the project 'Multiplier Training for Health Promotion and Disease Prevention'



Tiền Văn Giang, Shi Er Wen, Xu
1 Míng Xīn Wǒ Gu
2 Kǒu Chǐ Míng Gu
3 Wèi Hān Tiān Zhū
4 Zhāng Bào Kūn Lún
5 Yáo Zhuān Lǚ Lǚ

3 objectives and main tasks of the scientific quality assurance

- **Objective no. 1:** Evaluation in the development of the modular, evidence-based training
- **Objective no. 2:** Scientific supervision, evaluation and development of new instruments on the subjects of stress management, health-promoting qigong and mental health
- **Objective no. 3:** Effectiveness tests of internationally relevant interventions in health promotion, primary disease prevention based on the mind body health principles



Tian Shen Qigong Shi Er Hua Ji
天 神 气 功 师 二 华 集

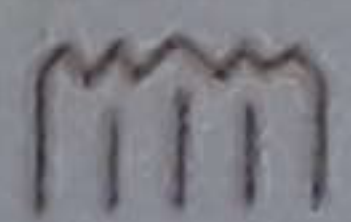
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- 4 Zhǎng Kào Kūn Lún
掌 托 昆 仑
- 5 Yáo Huàn Lù Lù
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Research design for objective no. 1

10

(Optimising the training concepts)

- Type of research: formative evaluation
- Two cohorts
 - Intervention group 1
 - Intervention group 2
- Data collection
 - Questionnaires for the particular modules
 - Participant observation
 - Over a period of 2.5 years



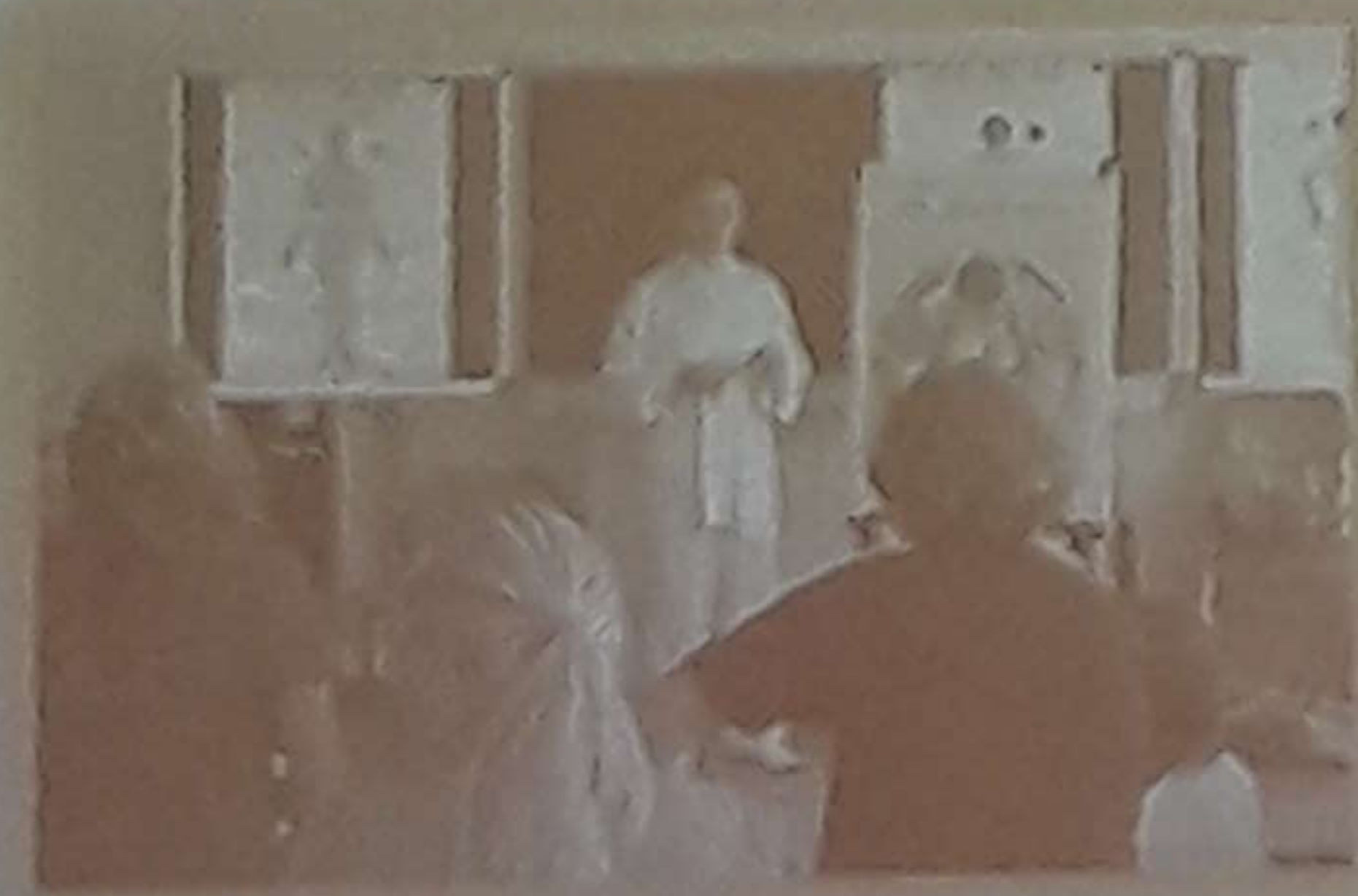
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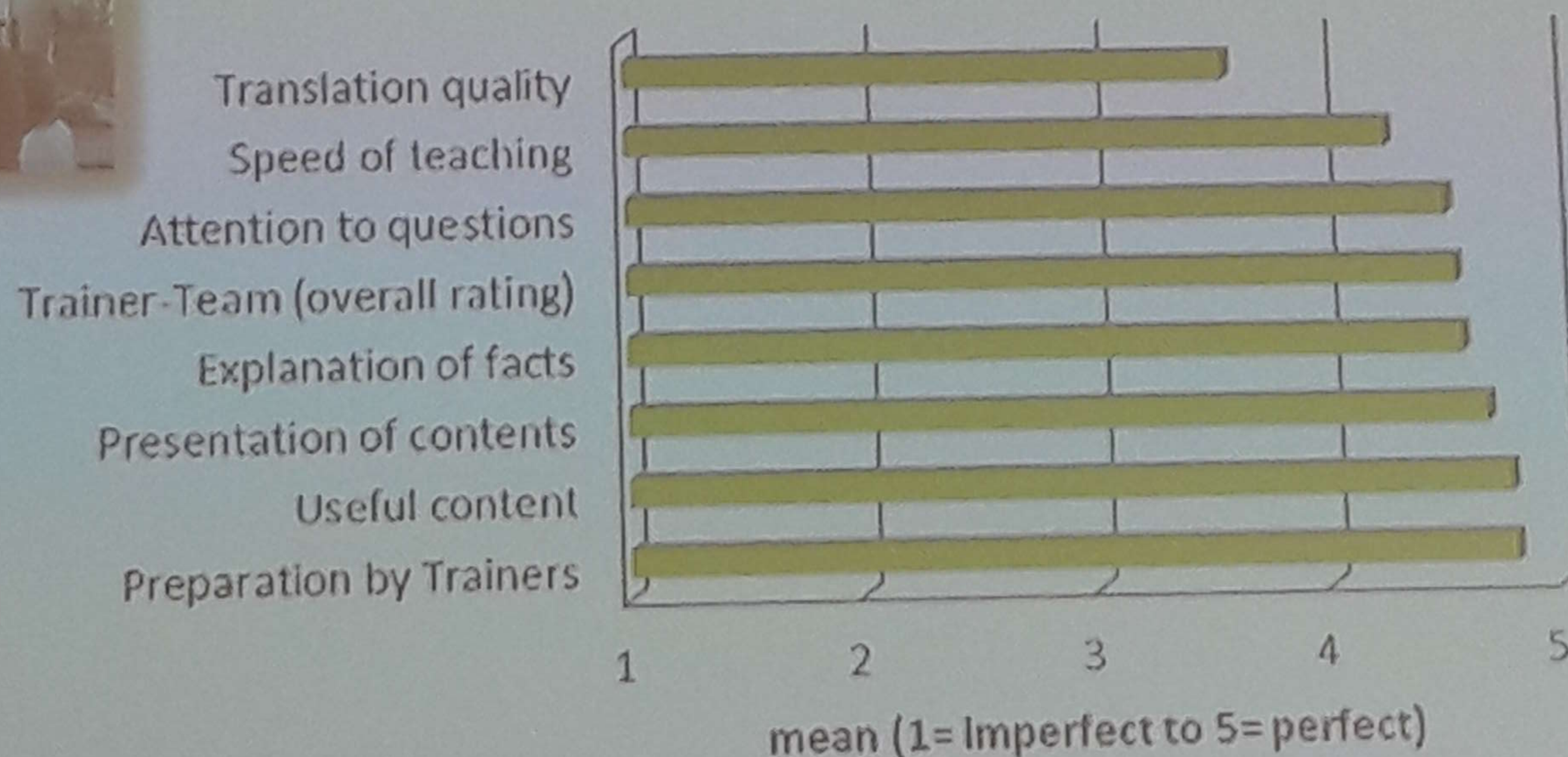
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叩 齿 鸣 鼓
3 Wēi Hān Tiān Zhù
微 撼 天 柱
4 Zhǎng Bào Kūn Lún
掌 抱 昆 仑
5 Yáo Huǎn Lù Lù
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Example: Evaluation of the Face to Face teaching in the Modul 04

11



Valuation of the CHQA-Trainers



Tian Shen Qiang Shi Er De Jin
1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th
1 Ming Xin Wo Gu
2 Kou Chi Ming Gu
3 Wei Han Tian Zhu
4 Zhang Bao Kun Lun

Research design for objectives no. 2 and no. 3

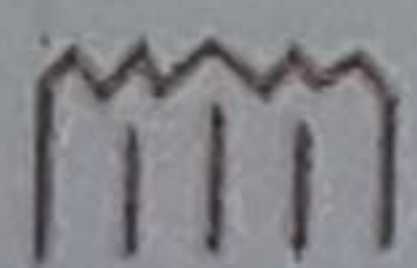
12

Type of scientific study

- Prospective longitudinal study with 3-group, repeated measurements using a pretest-posttest quasi-experimental design
- Cohorts: two experimental intervention groups **and** one control group
- Time dimension over 2.5 years

Group	Measurement point	Intervention	Measurement point	Intervention	Measurement point
Intervention group1	01 (Apr 2016)	X	03 (Mar 2017)	X	06 (Jul 2018)
Intervention group2			04 (Mar 2017)	X	07 (Jul 2018)
Control group	02 (Oct 2016)		05 (Mar 2017)		08 (Jul 2018)

0 = Observation; X = Treatment, Stimulus



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Jiàn Shēn Qíng Shí Èr
健 身 情 势 二

1 Míng Xīn Wèi
明 心 卫

2 Kǒu Chǐ Míng
叩 齿 鸣

3 Wēi Hān Tiān
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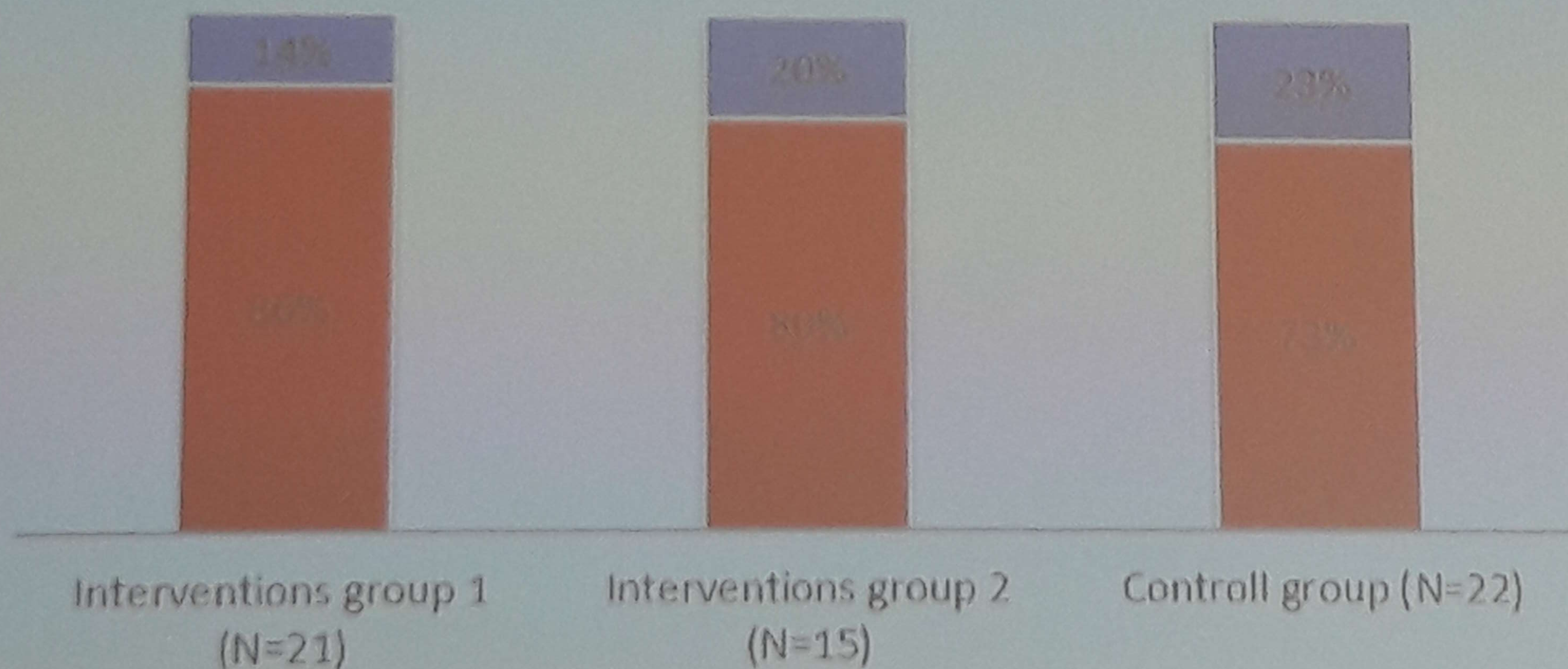
4 Zhǎng Bào Kū
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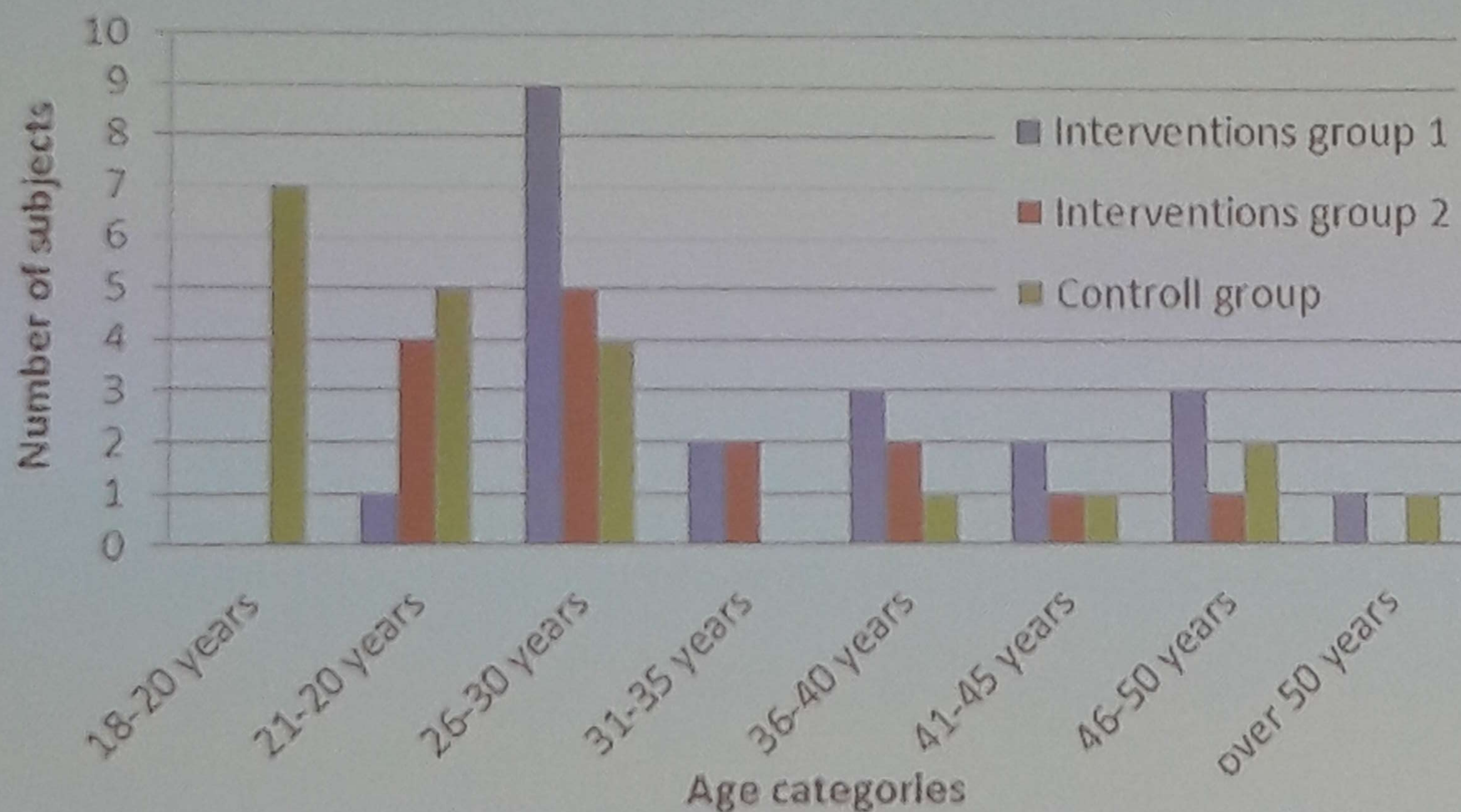
Sample

Gender distribution for the groups

■ female ■ male



Age distribution of the groups



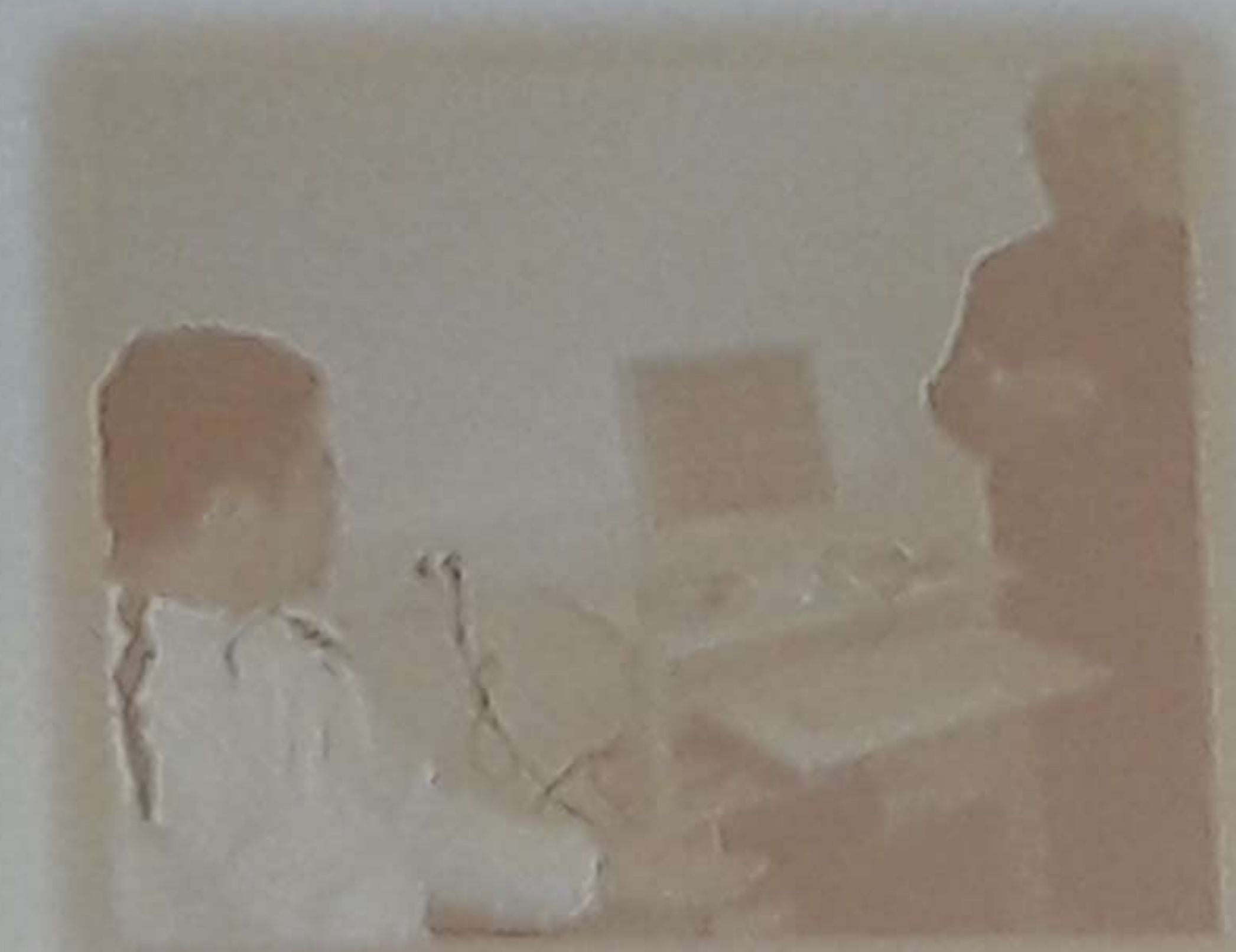
Age in years	Interventions group 1 (N=21)	Interventions group 2 (N=15)	Control group (N=22)
Mean	36,05	32,20	28,67
Standard deviation	10,97	9,73	12,33
Minimum	23	21	18
Maximum	63	50	63



Health indicators in the evaluation and development of instruments

15

- Generally parameters
- Selected health indicators: quality of life, ability to self-regulate, exercise behaviour, stress reaction, health-related attitudes, self-efficacy as well as psychophysiological indicators such as skin conductance
- Breathing, ability to concentrate, flexibility.



Health indicators in the evaluation and development of instruments

16

- use to observe and evaluate the health of the subjects
- indicators of success of the interventions
- provide statistically reliable information

Health indicators in the evaluation and development of instruments

Objective no. 2:

- instruments to be used for the topics of stress management, health-promoting qigong and mental health, standardised questionnaires designed based on test methodology are developed
- Reliability analyses
 - Testing of the reliability
 - statistical reliability coefficients (e.g. Cronbach's Alpha)

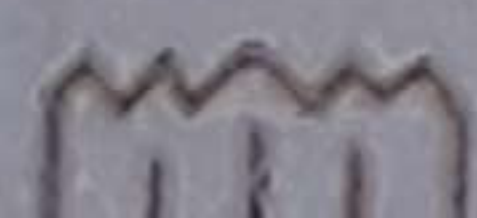
Description of an example of a reliability analysis for scale development

- currently more than 40 scales recorded and tested
- Example **PSQ (Perceived Stress Questionnaire)**: The objective of this instrument is to determine and test the subjective perception, evaluation and processing of stressors
- The questionnaire uses 4 scales to classify stressors: worries, joy, tension and demands
- Reliability analysis of the **scale for demands**

Scale development using the example of the scale “Demands” of the Perceived Stress Questionnaire by Sheldon Cohen

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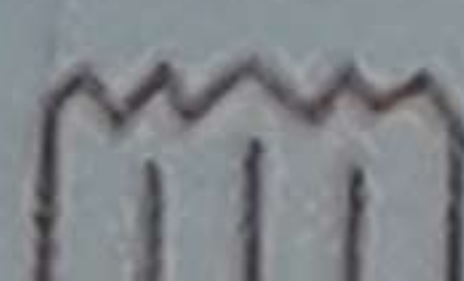
	Always	Often	Sometimes	Rarely	Never
A233 You feel that too many demands are being made on you	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
A234 You have too many things to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A235 You feel you're in a hurry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A236 (recode) You have enough time for yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A237 You are impatient when you have to wait	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A238 You feel under pressure from deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Example of a reliability analysis for scale development: Scale "Demands"

20

Item	Label	Separating sharpness coefficient of the items			
		IG 01 (T0; N=21)	IG 01 (T1; N=19)	IG 02 (T0; N=15)	CG 01 (T0; N=22)
You feel that too many demands are being made on you	A233	,568	,620	,403	,209
You have too many things to do	A234	,670	,677	,538	,466
You feel you're in a hurry	A235	,445	,604	,814	,745
(recode) You have enough time for yourself	A236	,566	,810	,282	,285
You are impatient when you have to wait	A237	,302	,237	,390	,255
You feel under pressure from deadlines	A238	,625	,741	,778	,678
Cronbach Alpha		0,769	0,833	0,771	0,682
Mean (standard deviation)		3,214 (SD 0,597)	2,921 (SD 0,568)	3,191 (SD 0,577)	2,75 (SD 0,506)



Recording effectiveness: Initial trends in the project

- Significant changes in many health indicators were identified between measurement point T0 and measurement point T1
 - Example: the scale 'Demands' in the PSQ
- Trends can be identified that reveal that the interventions are having a positive effect on the indicators
 - Example: finger-to-floor distance

Effectiveness recording: initial trends in the project using the example of the 'Demands' scale

22

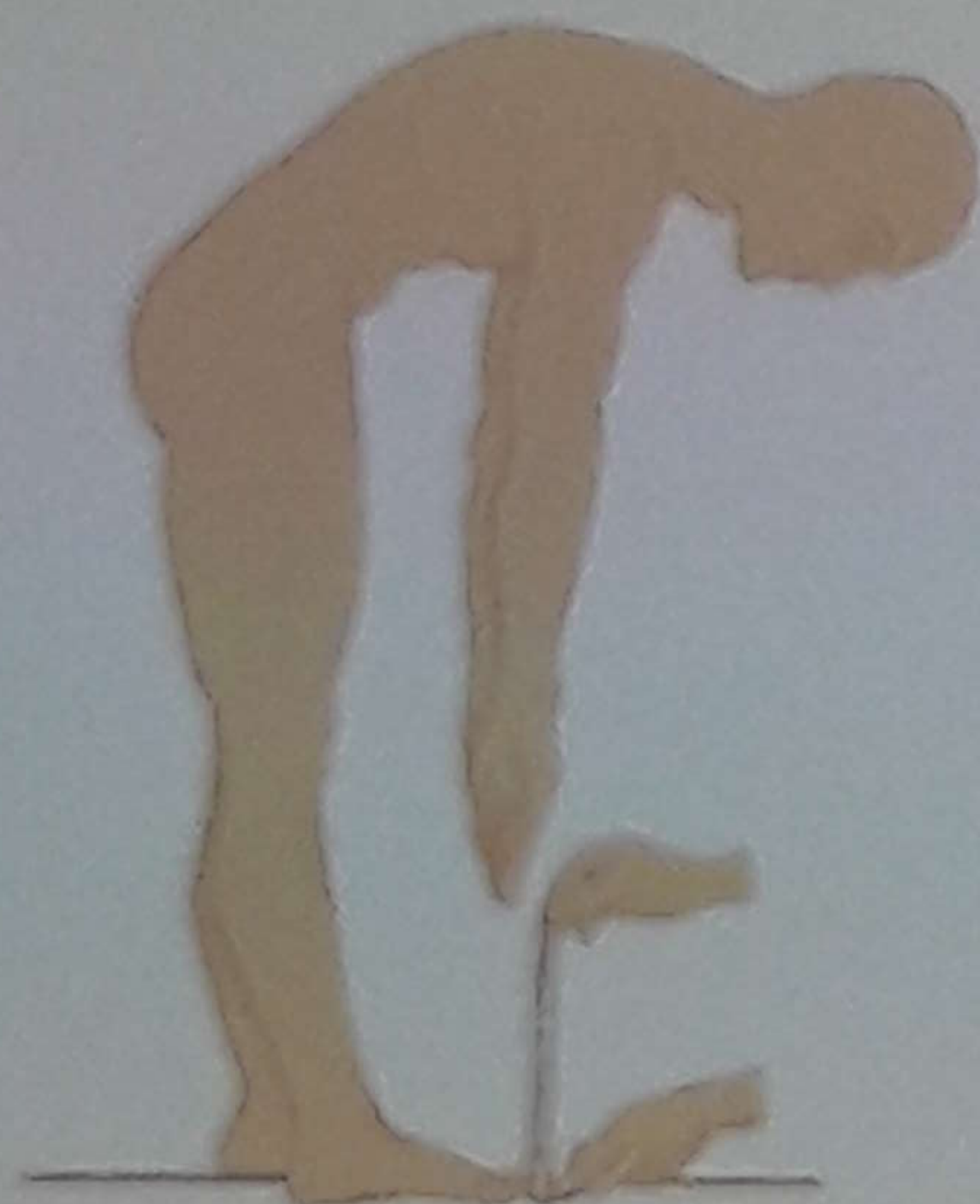
T-Test (Intervention group 1)

	Paired differences			t	df	Sig. (one-tailed)
	Mean	Standard deviation	standard error mean			
Demands T0 to T1	.24501	.44917	.10305	2.384	18	.014

Statistics (Intervention group 1)

	Mean	N	Standard deviation
Demands T0	3.1667	19	.60858
Demands T1	2.9211	19	.58756

Example of finger-to-floor distance as indicator of global flexibility



The finger-to-floor distance is measured with the upper body bent forward as far as possible and both knees fully extended. Normal values lie between 0 and 10 cm (see Fehre & Schiltenswolf 2015)

Statistics (Intervention group 1)

	Mean	N	Standard deviation
Finger-to-floor-distance (in cm) T0	5.0625	16	10.54010
Finger-to-floor-distance (in cm) T1	7.6250	16	7.78781

Example of finger-to-floor distance as indicator of global flexibility

T-Test (Intervention group 1)

	Paired differences		t	df	Sig. (one-sided)
	Mean	Standard deviation			
Finger-to-floor-distance (in cm) T0 to T1	2,56250	7,74570	1,323	15	,103

Summary:

Effectiveness recording – Critical consideration

- **referring to the groups as a whole:**
Healthy subjects mostly employed in health and social services
- **referring to the control group:**
Difficulty of retaining all participants → drop-out rate?
- **referring to the collection instruments:**
Selectivity coefficients and the reliability coefficient do not show optimal results in some cases

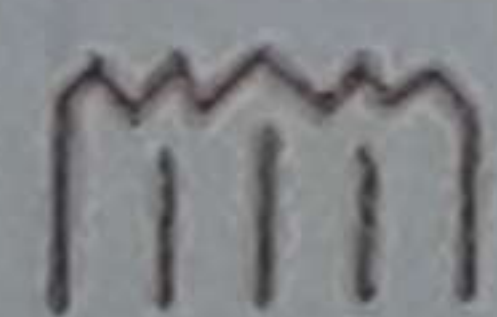
Outlook

- The training concepts will be optimised
- Data will next be collected for the 3 cohorts 2018
- The data collection will allow modification of the instruments

Thank you for your attention!

The Team

- Prof. Dr. Willi Neumann, Prof. Dr. Bedriska Bethke & Prof. Dr. Gabriele Claßen as project management
- Anja Lentz-Becker (M.Sc.), Alexandra Neumann (M.A.), Thilo Schulz (B. Sc.) as scientific staff
- Partnerships: with presenters from our Chinese partner universities, the International Health Qigong Federation and the Neubrandenburg University of Applied Science



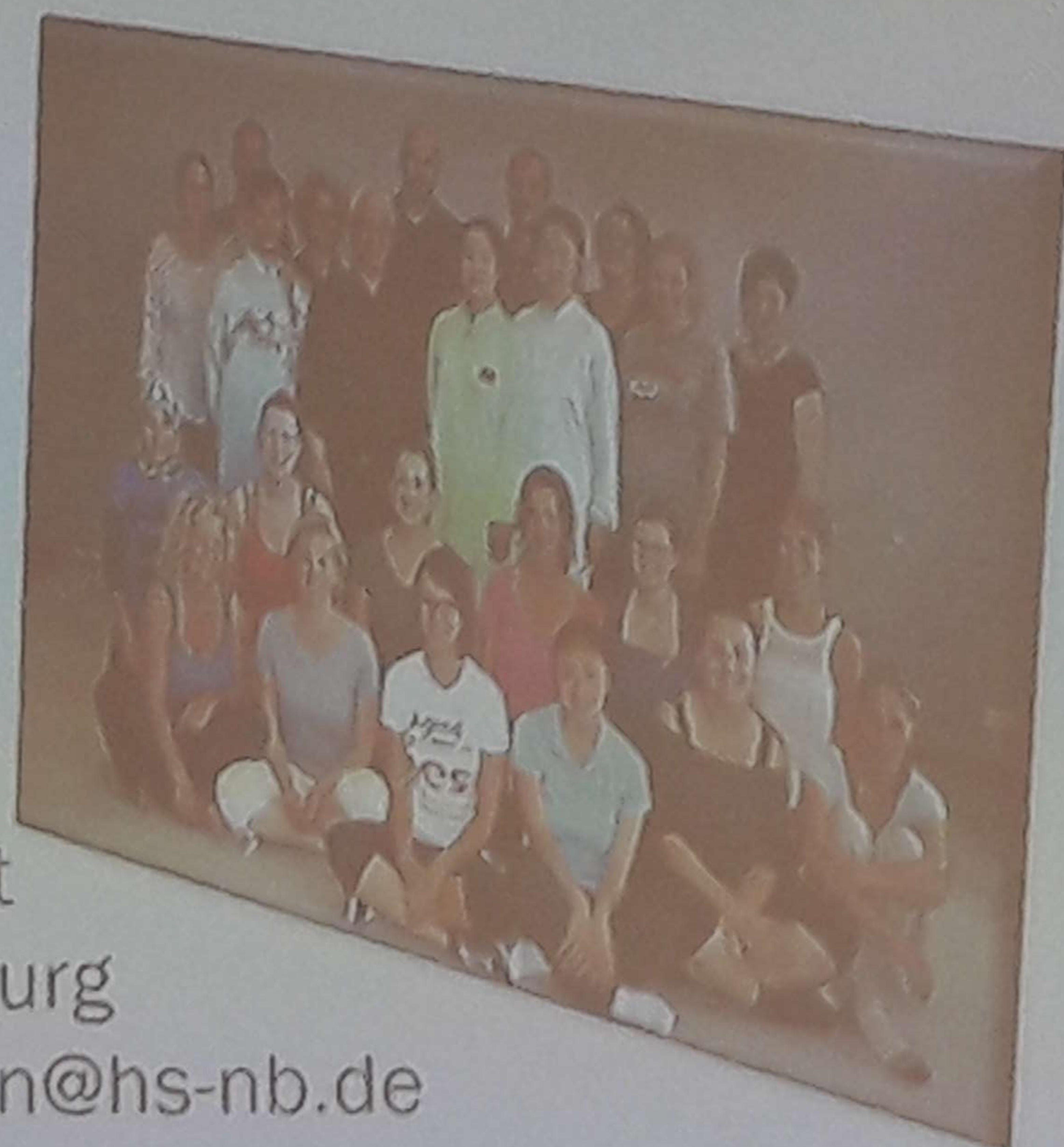
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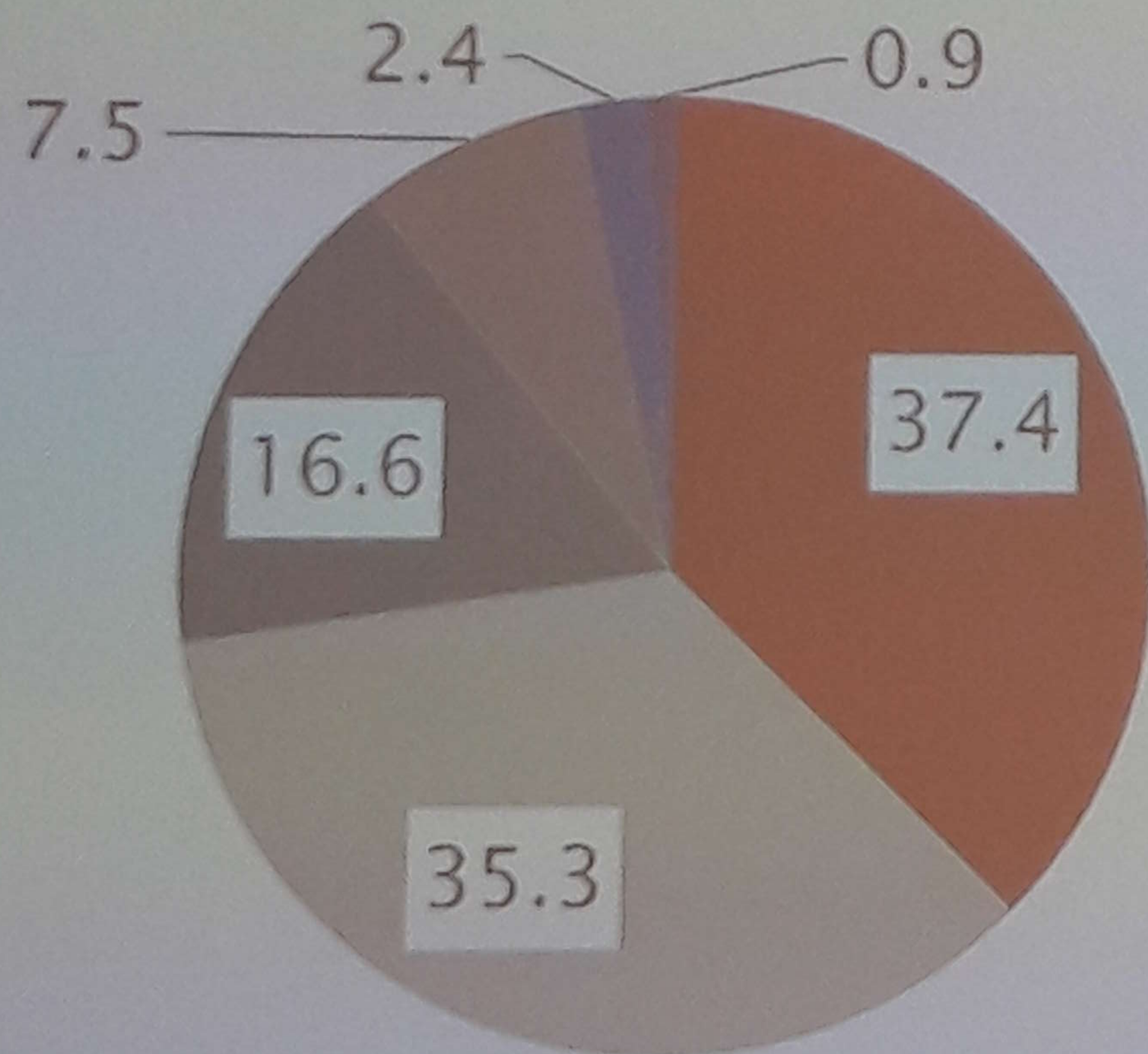
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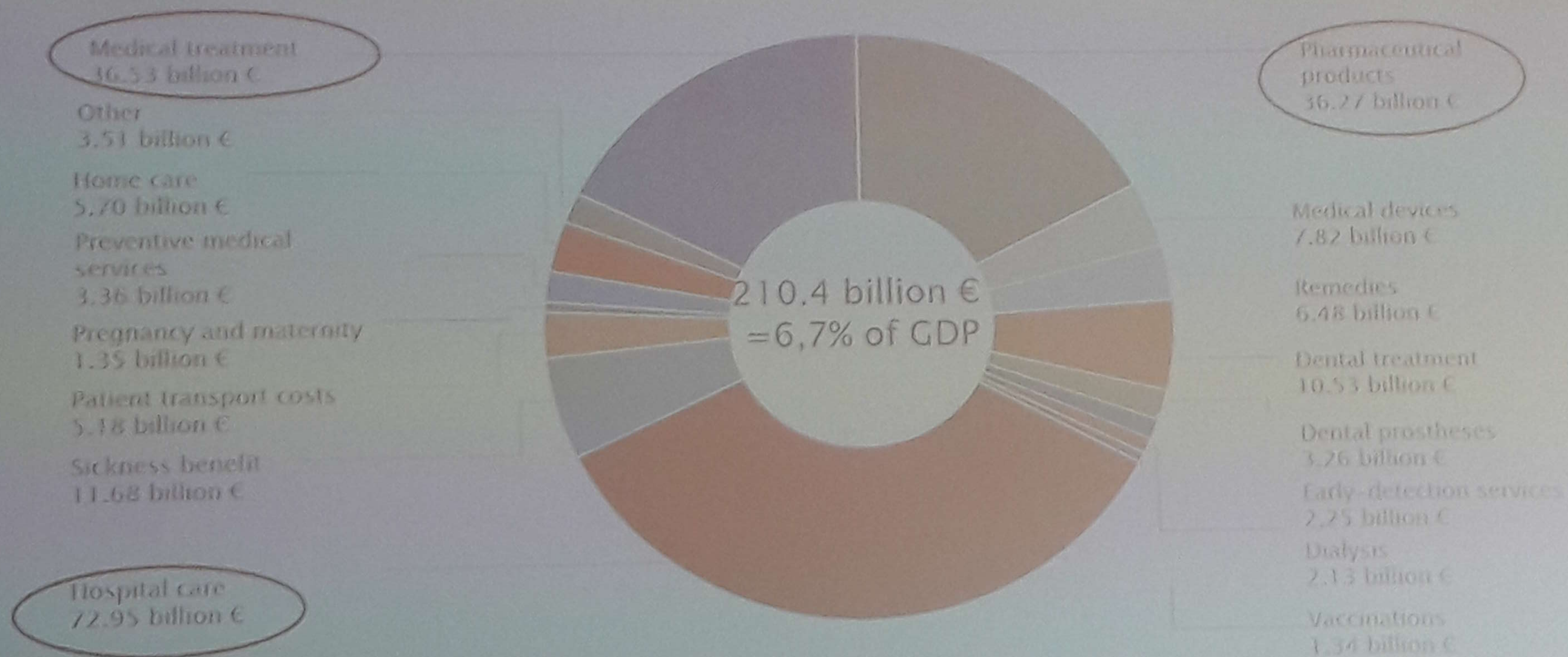
Types of funds and market share 2016 in % of Insurees



- 6 Substitute Funds
- 11 Local Funds
- 99 Company Funds
- 6 Craft Guild Funds
- 1 Miner's Fund
- 1 Farmer's Fund

Source: KM1 official statistics, Feb. 2017

SHI-expenditures by sectors (2016)



Source: Official Statistics KJI; Design: National Association of SHI Funds

Jiàn Shēn Qìng Shì Èr Duān Jīn
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1 Míng Xīn Wò Guó
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2 Kǒu Chī Míng Gǔ
叩 齿 鸣 鼓

3 Wéi Hān Tiān Zhù
微 撼 天 柱

4 Zhǎng Bào Kūn Lún
掌 抱 昆 仑

5 Yáo Zhuǎn Lù Lù
摇 转 辘 轳

Prevention in the scientific and political discourse



- ▶ Epidemiologic discourse
 - Noncommunicable diseases: are not fully curable after manifestation – primary prevention and early detection as preferred strategies
- ▶ Demographic discourse
 - Ageing of the population: facilitate a longer productive life and higher quality of life in the elderly
- ▶ Social-policy discourse
 - Reduction of gaps in life expectancy and morbidity between social groups
- ▶ Economic discourse
 - Prevention is probably cost saving compared to treatment

Controversial

Tiān Shén Qì gōng shì Èr Dēn Jīn
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2 Kǒu Chī Míng Gǔ
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3 Wēi Hān Tiān Zhù
微 撼 天 柱
4 Zhǎng Bào kūn Lún
掌 抱 昆 仑
5 Yáo Zhuǎn Lù Lù
摇 转 鹿 驴

Range of preventive services in the SHI

– Expenditures 2016 in mill. € –



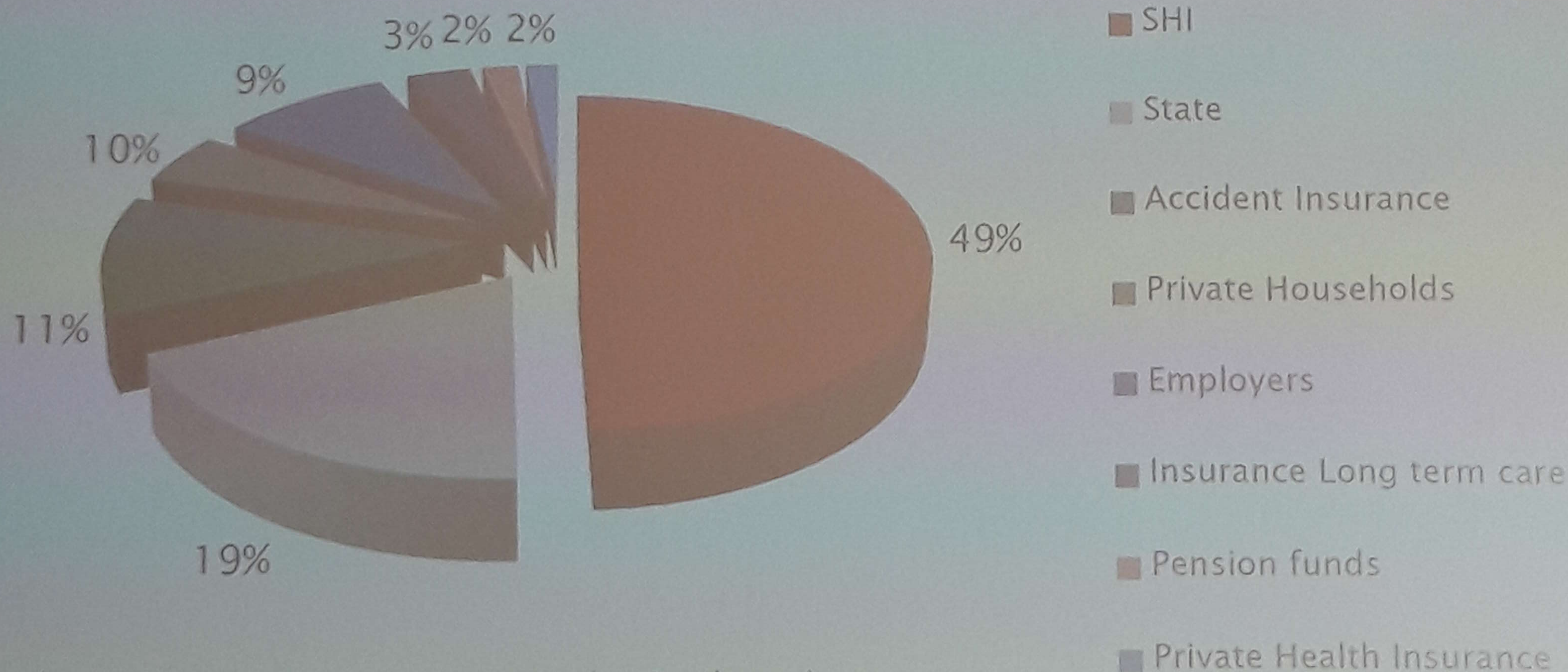
Prevention	Benefits	Spitzenverband
Primary	vaccinations	1.405
Medical prevention	preventive medical care	446
1.974 Mio. Euro	caries prevention for children	123
Primary	prevention courses	211
Prevention (nonmedical)	setting-approach	116
725 Mio. Euro	workplace health promotion (WHP)	136
	bonuses to individuals/employers	262
Secondary prevention	early detection dental diseases	463
2.038 Mio. Euro	early detection (children)	190
	early detection screenings for cancer	922
	health checks adults	463
Tertiary prevention	funding of self-help groups	71
859 Mio. Euro	consumer-/patient advice	10
	prevention of disabilities (children)	360
	rehabilitation sports	290
	patient education	128
Total:		5.596

Funding of prevention 2015 (all payers)

11.3 billion € (=3.3 % of total health expenditures)



Spitzenverband



Source: Federal Statistics Office (Statistisches Bundesamt)

Tián Shēn Qìgōng Shì E
 健身气功十式
 1 Míng Xīn Wǔ
 鸣心舞
 2 Kǒu Chǐ Míng
 叩齿鸣
 3 Wēi Hān Tiān
 微撼天
 4 Zhǎng Bào kū
 掌抱空
 5 Yáo Zhuǎn L
 摇转

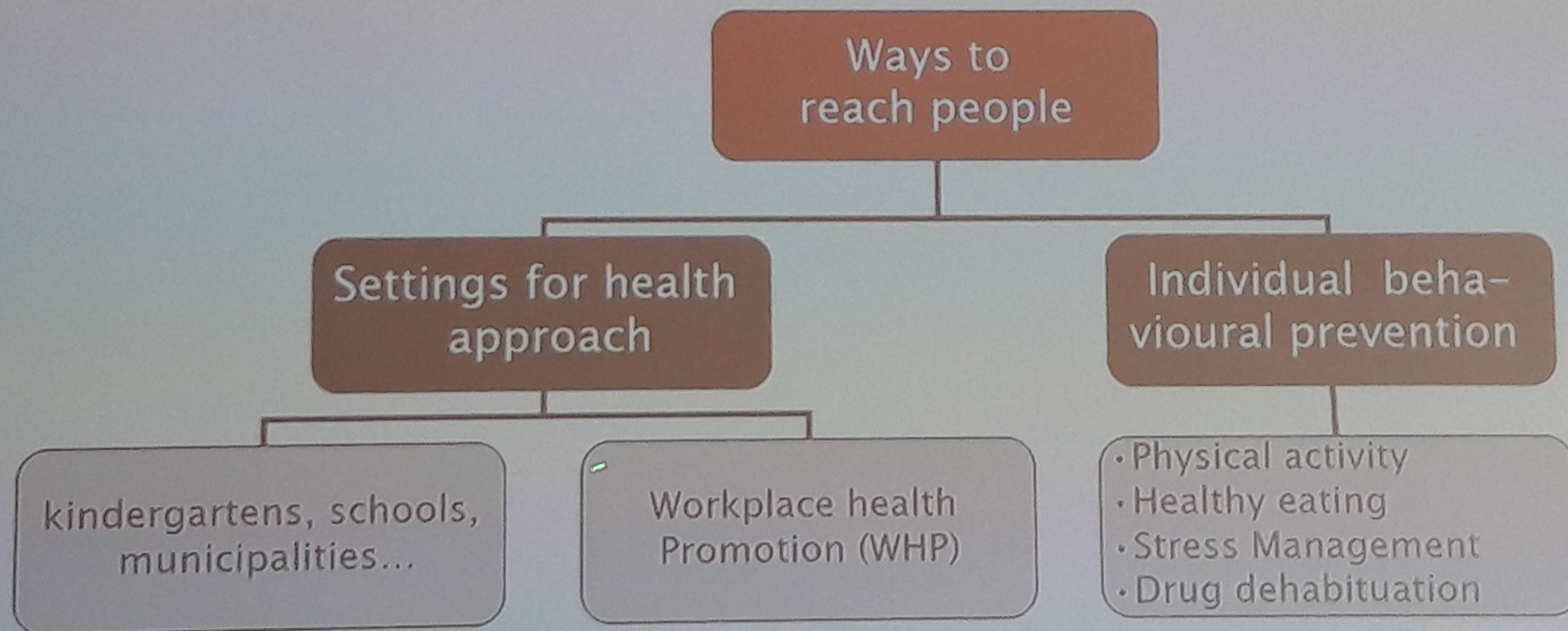
Legal framework and guidelines for primary prevention & health promotion



- ▶ Primary prevention and health promotion are regulated by law since 1989 (§20–20b Book V of Social Insurance Code)
- ▶ Prevention guidelines („GKV–Leitfaden Prävention“)
 - Binding guidelines for benefit packages of health insurance funds
 - Quality standards of services
 - Spheres of activity derived from protective factors of chronic diseases:
 - ▶ physical activity
 - ▶ healthy eating
 - ▶ stress management and relaxation
 - ▶ drug dehabituatation (tobacco and alcohol)
 - Prevention and health promotion targets

Tian Shen Qiang Shi Er Ban Jin
1 Ming Xin Wo Gu
2 Kou Chi Ming Gu
3 Wei Han Tian Zhu
4 Zhang Bao Kun Lun
5 Yao Huo Lu Lu

Structure of the SHI-prevention guideline („Leitfaden Prävention“)

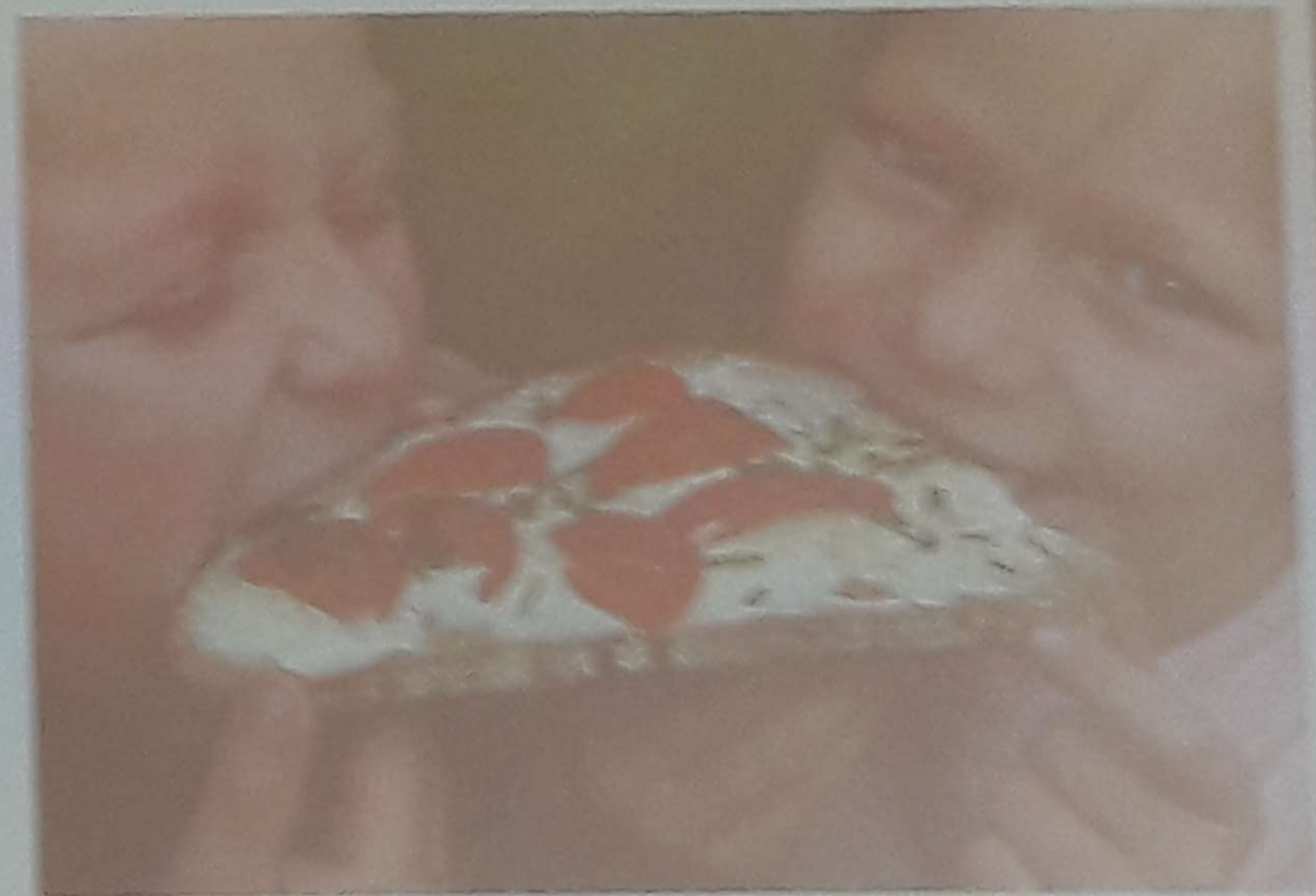


Source: SHI Prevention Guideline

Settings for health approach

- ▶ 24.440 Settings supported 2015
- ▶ Focus on kindergartens (7.160) and elementary schools (6.046)
- ▶ 2.5 million persons directly participated in prev. activities
- ▶ Contents of activities (multiple answers possible)

– Healthy eating	69%
– Exercise and physical act.	60%
– Stress reduction and relaxation	51%
– Strengthening psych. resources	50%



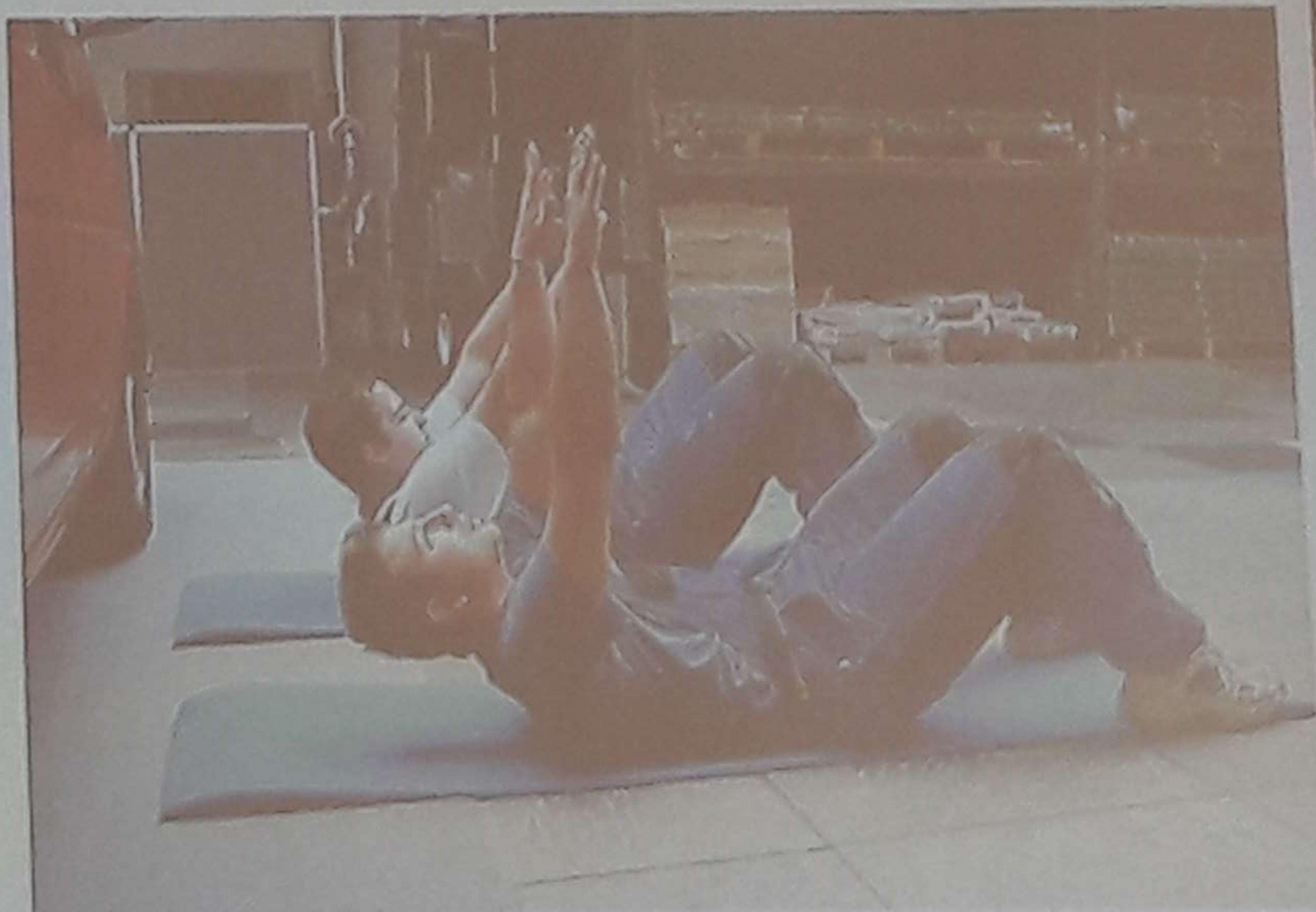
Source: SHI Prevention report 2016

Workplace health promotion

- ▶ 11.000 companies supported
- ▶ 1.3 million employees directly participated
- ▶ focus on industry and middle sized firms (100–500 employees)
- ▶ Contents of activities (multiple answers possible)
 - health prom. physical activity 78%
 - Stress red. and prom. of resilience 45%
 - healthy nutrition 35%
 - health promoting leadership 28%



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Source: SHI Prevention report 2016

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1. Míng Xīn Wò
2. Kǒu Chǐ Míng
3. Wēi Hān Tiān Zhī
4. Zhǎng Bào Kūn
5. Yào Zhuān Lù

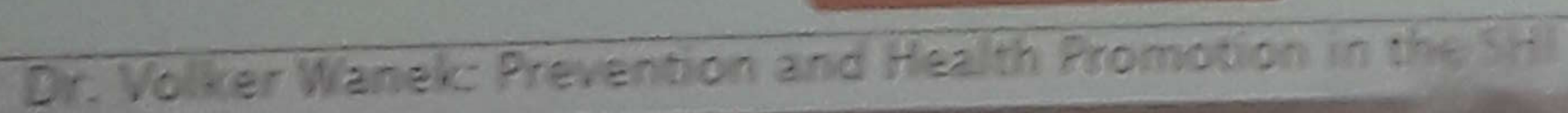
National Prevention Strategy: Intentions of law on prevention 2015



- ▶ Increase goal-orientation
- ▶ Involve all social insurance branches and private health insurance
- ▶ Enhancing cooperation between the various responsible parties and decision-makers at all federal levels
- ▶ Strengthening prevention and health promotion in the living environment, „settings for health-approach“
- ▶ Improve quality of prevention measures
- ▶ Primary, non medical prevention in the center of the act
- ▶ Improvements of screening and vaccination coverage

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5 Yao Huo

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2 Kêu Cũ Mĩng Gũ 2 2 2 2
3 Hết Hết Tận Tận 2 2 2 2
4 Trĩng Bũ Kĩn Lũ 2 2 2 2
5 Yếu Trĩn Lũ Lũ 2 2 2 2

Recommendations on federal level: Goals, target groups, organisations

Goal: growing up healthy

- Young families: SHI with youth welfare institutions ...
- children, adolescents, apprentices: SHI and S. accidents I. with Länder and municipalities, kindergartens, schools, sports clubs ...
- Students: SHI and S. accidents I. with universities, municipalities ...

Goal: healthy living and working

- Employees: SHI, Statutory accidents Insurance and Statutory Pension funds with Employers, employee's representatives, institutions of occupational safety ...
- Unemployed persons: SHI and S. accidents I. with Employment agencies

Goal: healthy ageing

- Pensioners: SHI with municipalities, voluntary associations, sports clubs ...
- Persons in need of care: Statutory long-term-care insurance with inpatient nursing homes, municipalities

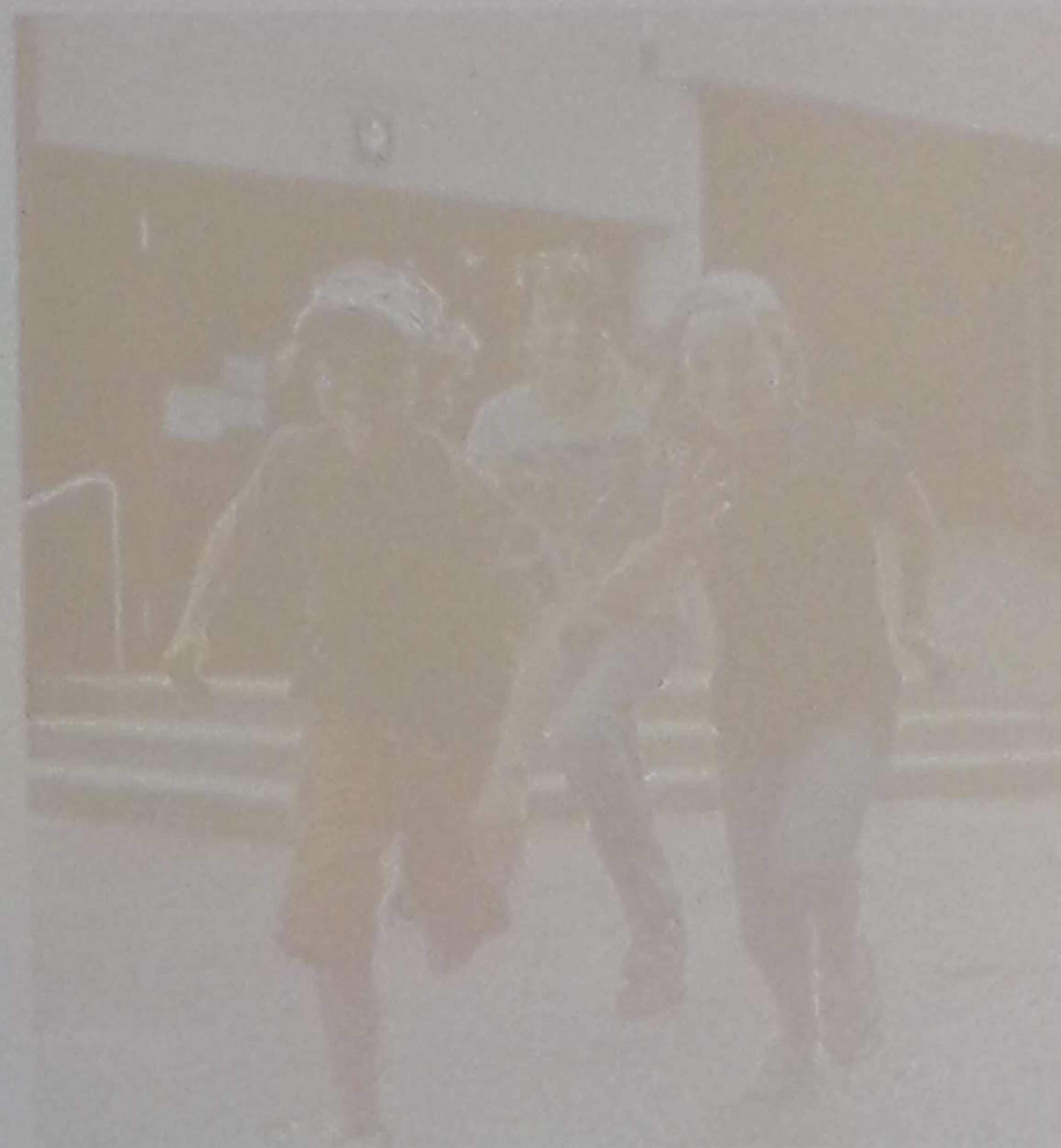
Recommendations at the federal level: Common understanding and commitment

- ▶ Healthy setting approach (according to WHO)
- ▶ Public-Health-Action-Cycle
- ▶ Participation and empowerment of target groups
- ▶ Intersectoral action
- ▶ Concept- and evidence based actions
- ▶ Quality assurance and -development
- ▶ Equity: special focus on disadvantaged groups and settings when formulating policy and planning services

The law on prevention: will it be a success?



- ▶ The National Prevention Strategy improves goal orientation and cooperation in prevention and health promotion
- ▶ Focus on equity in health and settings for health approach is correct
- ▶ Misalignment in the allocation of financial burdens: Settings for health approach is strengthened only by SHI
- ▶ Prevention is a task for all areas of life and deserves efforts of society at all levels
- ▶ The commitment of the state and other stakeholders in settings is needed and crucial for the success of the implementation





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► Thank you for your kind attention

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GKV-Spitzenverband

Abt. Gesundheit - Ref. Prävention

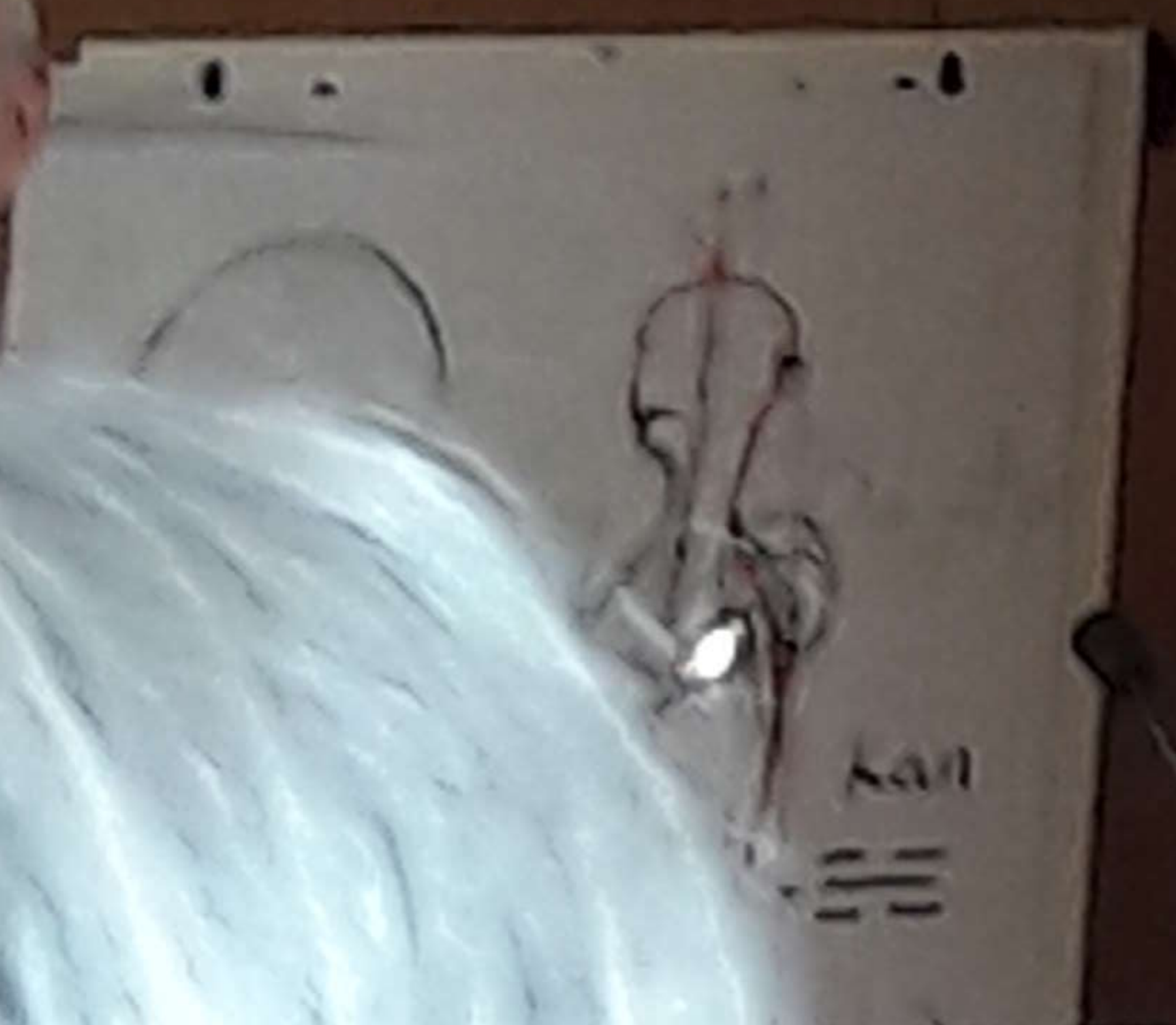
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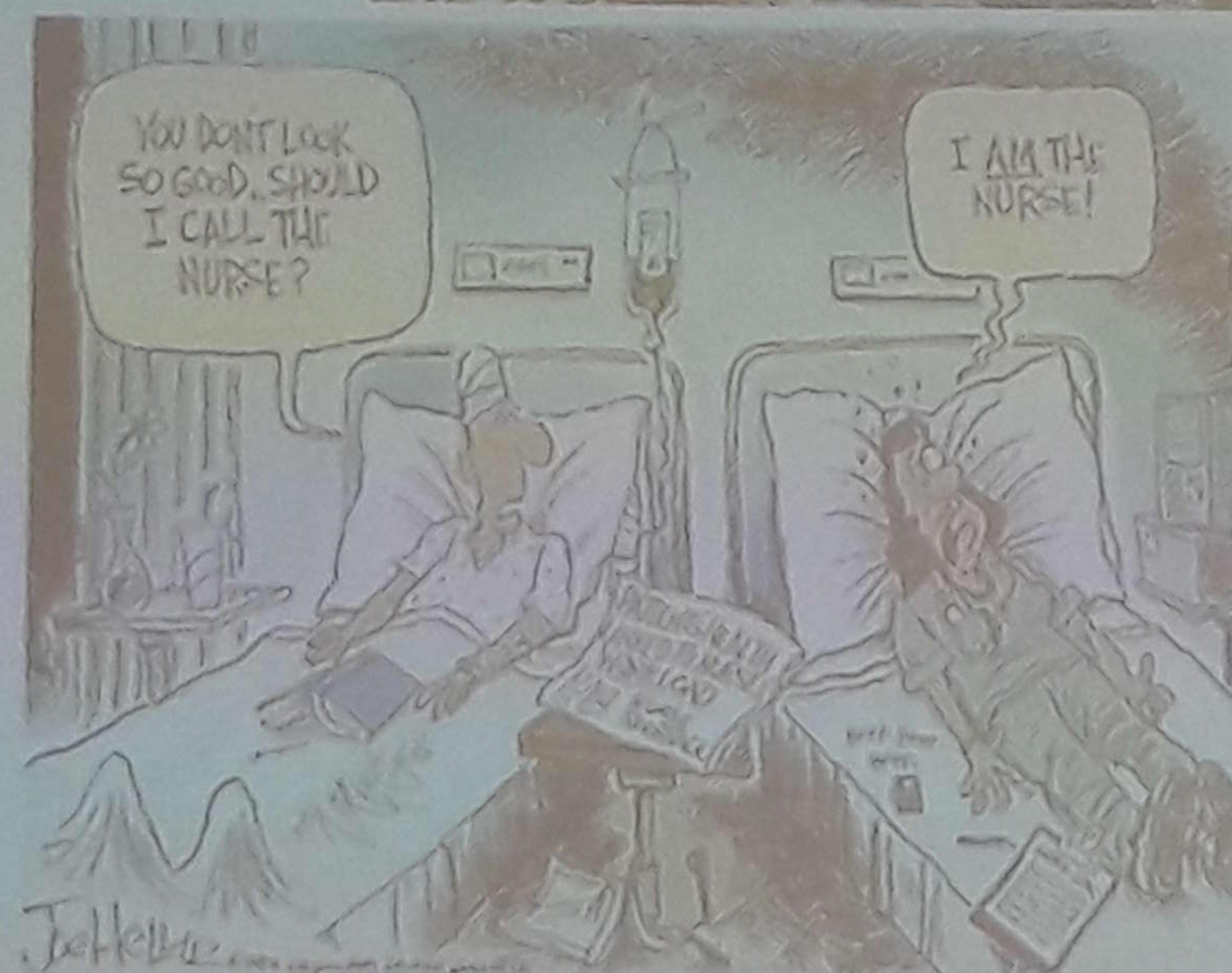
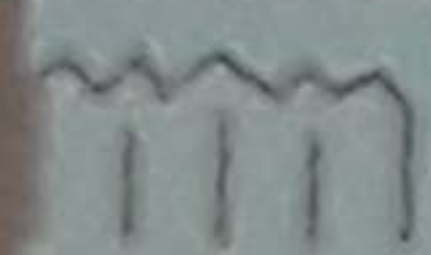
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3. Wēi Hān Tiān Zhù
微 撼 天 柱



Dr. Volker



<http://www.dbfk.de/regionalverbaende/no/bildung>

Structure

1. Workload / Health risks in nursing care and the preventive potential of Qigong
2. Qigong as a complementary strategy in nursing care

Tian Shen Qigong Shi Er

1 Ming Xin Wo

2 Kou Di Ming

3 Wei Han Tian

4 Zhang Bao Kun



Safety and health risks in professional environment

Problem (% quota of the average EU-27)	Professional sector (% of companies)
Accidents (80%)	Construction business (90%) Energy and water supply (87%)
Work-related stress (79%)	Healthcare and social service (91%) Education (84%)
Musculoskeletal disorders (78%)	Energy and water supply (87%) Healthcare and social service (86%)
Hazardous substances (58%)	Energy and water supply (75%) Mining industry (73%)
Violence or threat of violence (37%)	Healthcare and social service (57%) Education (51%)
Mobbing and harassment (37%)	Healthcare and social service (47%) Education (47%)
Noise and vibration (61%)	Mining industry (84%) Construction business (82%)

Tên Họ Tên Đệm Họ Tên Đệm Họ Tên Đệm

1. Mĩng Xua Vũ Gĩa

2. Kàu Chi Mĩng Gĩa

3. Vũ Hĩa Tân Zhu

4. Zhang Biao Kĩn Lũn

5. Yáo Zhuĩn Lũn Lũ