

Reiki Council Core Curriculum for the Professional Practice of Reiki

Core Curriculum for the Training of Professional Reiki Practitioners
(May 2009, minor revisions 2012, 2014 and 2016)

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Introduction

In creating a core curriculum for professional practice of Reiki, we are mindful that we must encompass and respect the rich variety of approaches to Reiki as a treatment practice. We all have the common root of a lineage traceable to the founder of the practice that we currently call Reiki. This connection to Mikao Usui and to each other is one that we honour and is our foundation.

This curriculum is intended to help prepare the Reiki student to run a professional Reiki practice within a public setting. It is not aimed at home Reiki practitioners working with family and friends. It is not about how Reiki is taught, but about the *professional aspects of practice*. Aside from the universal need to understand each individual style's history of Reiki, the lineage a student receives and the ability to give a Reiki treatment according to each Reiki style, each Reiki Master/Teacher is expected to teach Reiki-specific content in line with that passed on in their style of Reiki.

The curriculum refers to and expands on the specific requirements of professional practice as described in the National Occupational Standards (NOS), Complementary & Natural Healthcare competences CNH1, CNH2 and CNH12, so that the Reiki student is properly prepared to work safely and confidently with members of the public. For further explanation of what is meant by professional practice and informal practice please see the definitions at the end of the Core Curriculum.

The Core Curriculum provides a framework on which courses can be developed and should be read in conjunction with the NOS for Reiki. The requirements of the Core Curriculum are specific.

The Core Curriculum is not prescriptive as regards the order of training. Training providers have the flexibility to expand and develop the Core Curriculum to include their own content and methodology, to arrange the order, and to integrate topics in a way relevant to their own syllabi and the needs of their students, and the style/system of Reiki being taught.

Complete courses would need to be modular to facilitate the emotional and spiritual development of the student. Offering the potential for periods of pause to enable self-reflection is fundamental. There needs to be flexibility in the approach and time that each individual takes to complete the professional Reiki practitioner course.

At present this Core Curriculum focuses on the treatment of people. Animals can also benefit from Reiki and a professional attitude to this is desirable. However, this curriculum does not cover animal treatment, which needs to be treated as a separate issue (it is anticipated that an animal Reiki module may be developed at a later date).

I Prerequisites for students

Students studying to achieve professional practitioner status need to:

- a. have a minimum of second Reiki level/degree*;
- b. be attuned/initiated person-to-person by a Reiki Master/Teacher. This does not include the Reiju empowerment;
- c. have a recognisable lineage to Mikao Usui where all in the lineage have been attuned/initiated person-to-person;
- d. have experience of giving treatments;
- e. satisfy the requirements of the National Occupational Standards; and
- f. have a commitment to ongoing personal practice (self treatment or treatment received from others) – it is recommended a minimum of 100 hours of Reiki are received.

** NB. Individual professional bodies may choose to set professional practice at a particular level in relation to their style/system of Reiki but this is left open in the Core Curriculum.*

2 Training requirements

Reiki Practitioners should achieve the Complementary and Natural Healthcare National Occupational Standards for Reiki, Competences CNH1, CNH2 and CNH12, and be trained according to the requirements of the Core Curriculum of the Reiki Council.

Students are required to give a minimum of 75 full treatments in person, which should be recorded. Five of these treatments need to be supervised by someone occupationally competent in Reiki.

There may be aspects of training that are included in addition to what is described here, according to the style/system of Reiki and the setting the practitioner expects to work in (e.g. there may be specific training needed for those working in a hospital environment). However it must be noted that Reiki practitioners do not diagnose medical conditions (unless as part of their work as a qualified medic) and do not physically manipulate the body, so an in-depth understanding of anatomy and physiology is not necessary and the addition of diagnosis or manipulation to the syllabus is inappropriate for the Reiki practitioner.

This Core Curriculum relates specifically to the practice of Reiki as a treatment on its own, although much of what applies here will also be applicable for practitioners offering other treatments as well. Practitioners offering any other therapy or healing need to take particular care to explain clearly which method is being practiced, what they are intending to do and whether this is appropriate alongside Reiki.

The training period is recommended to be a minimum of nine months, which will include Reiki I and Reiki II training according to the particular style of Reiki being taught. Training should include at least 45 hours of in-person learning, as described in the table below. Some aspects can be covered either in person or via distance learning. All relevant attunements/initiations need to be in person. The overall minimum total of hours should be 140 as described in the table below:

Topic	In Person	Distant Non Contact	Total
Reiki – theory and practical skills	15	35	50
Practitioner Skills	20	40	60
Practice Management	10	20	30
Total	45	95	140

The ratio of theory to practice will vary according to the Reiki style and the needs of the individual learner.

3 Tutor qualifications

Course providers must be satisfied that any Reiki training course not only meets the stated requirements in terms of direct teacher contact and content but that the principal tutors of courses have themselves received sufficient in-depth training, and are qualified to ensure a high standard of instruction in their specific area.

3.1 Teachers of Reiki-specific aspects need to:

- a. hold a Master or Reiki Master/Teacher certificate in Reiki
- b. be qualified practitioners able to give evidence of both knowledge and practical experience of Reiki; this should be not less than two years of Reiki practice.

3.2 Non-Reiki-specific subject tutors or specialists should be qualified and/or have experience relevant to the subject they are teaching.

- 3.3 Assessors who are assessing against a NOS-level verification process should:
- a. be occupationally competent;
 - b. take the lead role in the assessment of observed candidate performance;
 - c. be appropriately qualified for the role of assessor or be working towards such a qualification to be achieved within a period of 18 months; and
 - d. provide evidence of competence in this area.
- 3.4 Expert witnesses may contribute to the assessment of evidence of a candidate's competence; expert witnesses should have current occupational competence i.e. worked as a Reiki practitioner over the last two years.
- 3.5 Internal verifiers
- a. will put in place a Quality Assurance mechanism;
 - b. have a basic understanding of the principles of Reiki;
 - c. provide evidence of competence in the area of verification.

4 Methods to assess the student's progress

Assessment should be a continuous process and the Reiki Master/Teacher will observe at least four full treatments over a period of months, including consultation. Evaluation, rebooking and record keeping are assessed at Reiki level two onwards; the fifth treatment will be assessed by an independent occupationally competent person.

4.1 Assessment of evidence

The range of possible evidence sources shall include at least four of the following:

- observations by suitably qualified persons
- case studies
- peer reports
- professional discussions
- video/audio recordings
- testimonials from clients
- product evidence i.e. records, diaries, logs etc.
- written questions or assessments
- practical assessment
- RPL/APL Accreditation and Recognition of Prior Learning
- verbal questions.

4.2 Competencies

This is not intended to be viewed as a linear progression or as modules. Courses may include more than one topic and the order of topics may be changed in order to facilitate teaching.

The competencies are:

a. Reiki – theory and practical skills

- history and theory;
- practical techniques including treatment and meditation according to Reiki style/system.

b. Practitioner skills

- dealing with client enquiries, assessing the client, planning the treatment, giving the treatment, client interaction, appearance, speaking and listening skills, record keeping, evaluation;
- basic anatomy and physiology and basic awareness of physical conditions;
- self-reflection.

c. Practice management

- ethics;
- legislation including Health and Safety;
- business finances;
- marketing a practice.

5 Reiki – theory and practical skills

5.1 Aims

a. to provide a clear description of the student's particular style/system of Reiki including:

- the history of that style/system;
- their own lineage to Mikao Usui;
- why attunement or initiation should be in person;
- how treatment is given.

b. to provide a thorough understanding of the practice of their particular style/system of Reiki, including:

- the use of energy as defined by the original pre-WW2 kanji for Reiki



- the importance of self-treatment
- the range of possible recipients for the Reiki

c. to provide students with the practical skills, which will enable them to give Reiki treatments safely and effectively in their particular style/system;

- d. to understand how Reiki relates to other health care, and recognise when clients may need to seek advice from other sources;
- e. to provide an understanding of the application and limitations of different methods of treatment, and how these may be modified for different client needs;
- f. to provide an understanding of how self-treatment and/or meditation techniques, as appropriate to their style/system of Reiki, may help to maintain emotional stability;
- g. to provide students with an understanding of potential outcomes to Reiki.

5.2 Learning outcomes

By the end of the course students will:

- a. be able to explain:
 - the history of their style/system;
 - their own lineage to Mikao Usui;
 - why attunement or initiation should be in person;
 - how treatment will be given.
- b. be able to explain and demonstrate how to apply the practice of their particular style/system of Reiki, including:
 - working with Reiki energy;
 - self-treatment;
 - working with possible different recipients of Reiki.
- c. be able to carry out a full Reiki treatment, according to their particular style/system, safely and effectively, tailored to the needs of the individual and ensuring the comfort and well-being of the client throughout;
- d. be able to demonstrate how to recognise conditions when referral may need to be made elsewhere;
- e. be able to discuss the different methods of treatment, how these should be used and/or modified for individual clients or situations, and for clients with differing needs;
- f. be able to demonstrate an awareness of their own and other's emotional state and responses and know how to use self-treatment and/or meditation techniques to support their own practice and spiritual development;
- g. be able to describe potential outcomes of Reiki.

6 Practitioner skills

6.1 Aims:

- a. to provide the practitioner with a thorough understanding of their roles and responsibilities, and the limits under which they may operate, including confidentiality and professional boundaries;
- b. to ensure a thorough understanding and awareness of the concept of health and the individual and to examine all areas which impact on well-being consistent with Reiki practice and principles;
- c. to ensure that the practitioner understands the importance of client involvement at all stages including questioning;
- d. to ensure that the practitioner has a thorough understanding of the rights of the client and why it is important to respect these;
- e. to develop the skills required to communicate in an effective and professional manner, both with clients and other healthcare professionals, including obtaining information through observation and effective questioning, whilst respecting privacy and dignity at all times;
- f. to understand the importance of, and develop the skills required, to reflect on their own practice and identify areas where further training or development would be beneficial and how to incorporate it into their own personal training plan;
- g. to understand the importance of, and how to obtain, formal or informal consent;
- h. to understand the importance of taking a full history of the client's health (physical/mental/emotional/spiritual), lifestyle, other treatments being received and any other factors that may affect their treatment, including a realistic expectation of Reiki, in order to plan and agree treatment, including evaluation methods to be used by the client and dealing with conflicting advice;
- i. to maintain full and accurate client records, taking into consideration ethical and legal guidelines;
- j. to be aware of the role of other people who may be involved in the client's treatment, either as a companion or a healthcare professional;
- k. to have a basic awareness of common physical conditions, including those which are notifiable diseases or require immediate medical attention;
- l. to have a basic awareness of the skeletal structure and the functions and location of the major organs;

- m. to understand what appropriate aftercare advice should be given;
- n. to understand the importance of giving clear guidance on self-treatment, including possible outcomes, and the extent of practitioner responsibilities if appropriate for the style/system of Reiki practised;
- o. to understand why it is important to explain the various Reiki treatment options to the client, in order that the client may make informed choices with regards to the agreed treatment plan, including location, cost, duration and timing;
- p. to be able to manage time effectively.

6.2 Learning Outcomes

By the end of the course students will:

- a. be able to explain the roles and responsibilities of a practitioner, ways to develop a professional relationship with the client and demonstrate an understanding of confidentiality and professional boundaries;
- b. be able to discuss the physical, emotional, mental and spiritual health, illness and well-being of the client in accordance with Reiki practice and principles, including recognising the impact of a client's prior and current experience of care;
- c. be able to explain how to encourage clients to be proactive in any decisions which are made about their care by encouraging questioning;
- d. be able to explain the importance of respecting the full rights and interests of others, treating everyone equally and in ways that respect diversities and differences;
- e. be able to demonstrate how to use different forms of communication effectively in order to obtain all relevant and accurate information to identify need, using the skills of listening, observation, sensitive questioning and verbal communication to develop rapport, to ensure client ease, and to confirm their understanding, whilst at the same time respecting privacy and dignity and adapting vocabulary pace and tone to meet the needs of the client;
- f. be able to evaluate and reflect on their own effectiveness and identify areas for self-development, including updating with any new developments in the field of Reiki, including where to obtain further training and how to develop a training plan;
- g. be able to explain how to obtain formal or informal consent, and understand policies relating to consent;

- h. be able to show how to take a full history and discuss and agree possible treatment options with the client, based on the information obtained during the consultation, in order to fully meet their needs, ensuring that the client has a realistic expectation of Reiki treatment, including dealing with conflicting advice;
- i. be able to demonstrate how to record discussions and the decisions made following an evaluation and review of treatment;
- j. be able to explain the circumstances when other people may become involved with the client's treatment, and when it is appropriate to share information with them;
- k. be able to discuss and understand common conditions with clients and other healthcare professionals;
- l. be able to give a basic description of the skeletal structure and the functions and location of the major organs;
- m. be able to explain the client's and the practitioner's role with regards to what appropriate aftercare advice should be given, which may be verbal or written, including advice about possible outcomes;
- n. be able to explain the client's and the practitioner's role with regards to self-treatment, and be able to give guidance to the client on self-treatment and possible outcomes if appropriate for the style/system of Reiki practised;
- o. be able to discuss the importance of various Reiki treatment options to the client, in order that the client may make informed choices with regards to the agreed treatment plan, including location, cost, duration and timing;
- p. be able to demonstrate how to manage time effectively including consultation, giving Reiki and supporting the client and any companion.

7 Practice Management

7.1 Aims

- a. to provide an understanding of what environment, facilities and equipment are required for an appropriate treatment area;
- b. to provide a full understanding of the ethical, legal and professional guidelines within which the Reiki practitioner must operate, and how to apply these in support of the client, including both national and European legislation;
- c. to provide an understanding of why it is important to keep up-to-date with all aspects of legislation and standards within the work role as a Reiki practitioner;

- d. to provide an understanding of relevant health and safety legislation, how it applies to the work role, and responsibilities of both the practitioner and other individuals;
- e. to be aware of their professional code of practice and conduct including their own professional responsibilities and accountability in their role;
- f. to have an understanding of the resources and information which may be available to the Reiki practitioner and/or to clients and any restrictions on their use including an awareness of alternative options available to clients;
- g. to become aware of local healthcare providers and other practitioners and know how to develop links effectively with them;
- h. know circumstances when they should not, or may choose not to, accept a client;
- i. to know about ways of marketing a practice, where appropriate;
- j. to have a basic awareness of business finances.

7.2 Learning Outcomes

By the end of the course students will:

- a. be able to describe the facilities, environment and equipment required to create an appropriate treatment area in which to greet clients and give Reiki;
- b. be able to describe how to apply all aspects of ethical, legal and professional guidelines and legislation to their work role, including confidentiality, equality, diversity, discrimination and data protection;
- c. be able to explain how to keep themselves up-to-date in all aspects of legislation and standards, and why;
- d. be able to describe how to work in a safe and secure manner in accordance with health and safety legislation, and encourage others to do the same;
- e. be able to demonstrate an awareness of their professional code of practice and conduct including their own professional responsibilities and accountability in their role;
- f. be able to describe resources and information available to the Reiki practitioner and/or their clients, including information on complementary health care, and know how to use or recommend these appropriately;
- g. be able to show how to develop an awareness of local healthcare providers and other practitioners, and demonstrate how to develop links effectively with them;

h. be able to state the circumstances when practitioners should not, or may choose not to, accept a client.

7.3 Learning Outcomes

By the end of the course students will:

- a. be able to describe the facilities, environment and equipment required to create an appropriate treatment area in which to greet clients and give Reiki;
- b. be able to describe how to apply all aspects of ethical, legal and professional guidelines and legislation to their work role, including confidentiality, equality, diversity, discrimination and data protection;
- c. be able to explain how to keep themselves up-to-date in all aspects of legislation and standards, and why;
- d. be able to describe how to work in a safe and secure manner in accordance with health and safety legislation, and encourage others to do the same;
- e. be able to demonstrate an awareness of their professional code of practice and conduct including their own professional responsibilities and accountability in their role;
- f. be able to describe resources and information available to the Reiki practitioner and/or their clients, including information on complementary health care, and know how to use or recommend these appropriately;
- g. be able to show how to develop an awareness of local healthcare providers and other practitioners, and demonstrate how to develop links effectively with them;
- h. be able to state the circumstances when practitioners should not, or may choose not to, accept a client;
- i. be able to demonstrate a basic awareness of marketing methods and of the law relating to them;
- j. be able to demonstrate a basic awareness of business finances.

8 Reference to National Occupational Standards

During the development of the Core Curriculum for Reiki, mapping to the National Occupational Standards' Complementary & Natural Healthcare Competencies was carried out.

The Reiki Council curriculum references to CNH1, CNH2 and CNH12 are shown in the example mapping below:

Learning outcomes By the end of the course students will:	CNH No NOS Standard	K= knowledge C= competence
a. be able to explain: <ul style="list-style-type: none"> • the history of their style/system; • their own lineage to Mikao Usui; • why attunement or initiation should be in person; • how treatment will be given. 	CNH12 CNH12 CNH12 CNH12	K2 K8 K3 K6
b. understand and apply the practice of their particular style/system of Reiki, including: <ul style="list-style-type: none"> • working with energy; • self-treatment; • working with different recipients of Reiki. 	CNH12 CNH12 CNH12	K4 K5, K3 K9
c. be able to carry out a full Reiki treatment, according to their particular style/system, safely and effectively, tailored to the needs of the individual and ensuring the comfort and well-being of the client throughout.	CNH12	C8 K12 C5 C4

9 Reiki Theory and Practice

Basic Syllabus:

9.1 Reiki – Theory and Practical

a. Reiki principles, scope, methods and techniques

- The history of own style/system of Reiki, including lineage
- Reasons for face-to-face attunements
- Principles behind Reiki systems and energy
- Self-treatments, including their importance
- Treatment methods and techniques, including their limitations
- Self-treatment for clients (where appropriate to the Reiki style/system)
- The effects of Reiki

b. Practitioner role

- A history and development of Reiki as a whole and in relation to other healthcare
- Circumstances of when Reiki is insufficient or should be refused
- The role of the client and the practitioner
- How to explain Reiki (and self-treatment options where applicable to the style/system of Reiki) to clients
- How models and concepts within Reiki have evolved and developed, including an understanding of the similarities and differences between styles

9.2 Practitioner Skills

a. Communication

- Effective communication techniques from initial contact and throughout treatment, including observation, sensitive questioning, listening, verbal and non-verbal
- An understanding of how to adapt vocabulary, pace and tone to meet the needs of the client
- How to check understanding of the client through effective questioning
- Importance of encouraging the client to ask questions
- Greeting the client and any companion
- Reiki treatment plan - discussing and agreeing with the client

b. Professional relationships

- The nature of a professional relationship and how to develop it with clients, including appropriate boundaries
- The importance of, and how to maintain an individual's rights and dignity
- Companions or third parties who may be present during a Reiki treatment

c. Work role and practice

- The importance of reflection and evaluation of own practice in order to identify development needs
- How to carry out effective reflection and evaluation

- Evaluation and review of treatments with the clients
- When and why to make referrals

d. Confidentiality

- Importance of the client's right to confidentiality, balancing those rights against the practitioner's responsibility to others
- Procedures and requirements on confidentiality, security and transmission of information to other healthcare professionals

e. Consent

- Informal and formal consent – what it is, who is responsible for giving or getting it, and when it should be used

f. Record-keeping

- How to take and keep accurate on-going records and to ensure confidentiality and security of information
- How to use information obtained from the client in order to prepare a treatment plan
- Right of access to information

g. Health and well-being

- Physical, emotional, mental, spiritual health and well-being
- The effects of psychological and emotional balance
- Lifestyle, physical and emotional state

h. Basic Anatomy and Physiology

- Common conditions, including when it is appropriate to seek help, refer on or to refuse treatment
- The skeletal structure
- Location and basic function of the major organs
- Red flag symptoms

9.3 Practice Management

a. Professional standards and codes of practice

- Role of the professional body
- Rules, ethics and codes of conduct for the profession and how to apply to own practice
- Own responsibilities and those of any employing organisation
- Providing support for individuals

b. Legislation - local, national and European

- Why legislation is important and why the practitioner should keep up-to-date
- Health and safety and security including responsibilities of both the practitioner and others
- Data Protection Act including use and storage of information
- Equal Opportunities including disability discrimination

- The importance of respecting the rights of clients
- c. Employment and organisational policies and practices
- The role of the practitioner including acknowledgement of their responsibilities and limits of competence
 - Resources which are available to the practitioner including any guidelines or restrictions on their use – both physical and non-physical resources such as information
 - Resources available for clients
 - Setting up a practice room to provide an appropriate environment for assessments, reviews and providing Reiki
 - Preparing resources for the client, including recording documentation
- d. Business Finances
- How to set fees where relevant
 - Basic legal requirements including taxation and filing accounts as a sole trader or other
- e. Marketing
- Basic ways of marketing a practice
 - Law relating to advertising
 - Codes of conduct relating to marketing/advertising
 - Ways of networking with other healthcare providers and any relevant protocols

10 Definition of Reiki

“Reiki” (ray-key) is Japanese for ‘universal life energy’, a term used to describe a system of natural healing. This healing tradition was founded by Dr Mikao Usui in the early 20th century and evolved as a result of his research, experience and dedication.

We live in a world of energy that nourishes and maintains all living things. When this energy flows uninterrupted there is balance and harmony within and around us and we experience a sense of well-being.

There are many variations of Reiki, but in essence Reiki works at bringing us into balance and is believed therefore to reinforce the body’s natural ability to heal itself at all levels, whether physical, mental, emotional or spiritual. It is a tradition that is open to any belief system.

Reiki is a healing process that anyone can benefit from in the normal course of their life. Research using animals and even bacteria suggests it has the ability to reverse stress-induced conditions. It should not, however, be regarded as a cure for conditions. As a natural form of healing Reiki can support and enhance other forms of treatment.

The method of receiving a Reiki treatment from a practitioner is simple. The recipient remains clothed and lies on a couch or sits on a chair and relaxes. The practitioner gently places their hands non-intrusively, on or near the body. There is no massage or manipulation. Reiki can be used on the person as a whole, or on specific parts of the body. It is also possible to receive Reiki at a distance.

Reiki practitioners are not trained in diagnosis and will not offer any diagnosis or prognosis.

If people are concerned about their symptoms they should see a doctor. Clients may or may not feel sensations during a Reiki treatment. Benefits reported by clients/patients include deep relaxation promoting a calm, peaceful sense of well-being on all levels.

Reiki is taught by Reiki Master/Teachers who have trained in the tradition, passed on in person from Master to student. Students go through a process of initiation/attunement to the Reiki energy. They are then able to treat themselves and others, not only from a healing perspective, but also as an aid to personal development and spiritual growth.

11 Definitions

11.1 Informal practice of Reiki/Folk Art

The long established tradition of sharing Reiki with family, friends and others in the local community. Not a major part of a person's living. Both setting and relationship are generally informal.

11.2 Professional/formal practice of Reiki

The practice of giving Reiki as a part of a person's living or in formal settings, such as hospital, hospice, doctor's surgery or private practice in a room dedicated for complementary treatment. Mostly a fee will be charged as this practice will normally form part of a practitioner's living, but may be voluntary in the case of e.g. hospices. The practitioner/client relationship is more formal.

There may also be a transitional phase sometimes known as 'public practice' where the practitioner begins to treat those they don't know and receive a fee, but the setting and relationship remains more informal

11.3 National Occupational Standards

The following words are defined as follows for the National Occupational Standards (NOS) and used in the same way here:

a. *Basic awareness*

"A very limited and generalised understanding that something exists but a practitioner would not need to know any details."

b. *Factual knowledge*

"A knowledge that is detailed on a factual level, but does not involve any more than a superficial understanding of any principles or theories."

c. *In-depth understanding:*

"A broad and detailed understanding of the theoretical underpinning of an area of practice, including conflicting theories and constructs."

d. *Commitment to personal practice* includes:

- self treatment
- receiving Reiki
- seeking support from fellow practitioners
- acknowledging the importance of self-reflection taking 'time out' if required for own health and seeking help if appropriate
- having contact with a mentor when required
- reflection on practice
- continuing to be open to new learning on a personal and professional level
- engaging in continuing professional development

I2 Abbreviations

NOS	–	National Occupational Standards
CPD	–	Continuing Professional Development
APEL	–	Accreditation of prior experience and learning
APL	–	Accreditation of prior learning

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