

ADDENDUM TO REPORT ON
DRAFT CORE CURRICULUM DISCUSSION DOCUMENT

Kay Zega 28 February 2004

This addendum has been produced to inform the UK Reiki Federation Education & Training Working Team of comments received during the period April 2003 to February 2004 from 22 Master Teacher and 7 Practitioner Members regarding the Draft Core Curriculum Discussion Document. These communications were separate to the responses received in connection with the questionnaire circulated to Master Teacher Members in Autumn 2002 on which the main report is based.

During this period, non-UK Reiki Federation members have also voiced their opinions – mainly in opposition to inclusion of Anatomy & Physiology, a teaching qualification and additional modules in the Core Curriculum. However, this addendum deals strictly with responses from UKRF Members.

Master Teacher and Practitioner Members voiced their opinions by way of letter, email, telephone and via the Reiki Regulatory Working Group questionnaire which sought to establish the number of UKRF practitioners who were treating members of the public. (The majority of the 561 respondents to this questionnaire expressed support for Voluntary Self Regulation of Reiki and for the UKRF’s stance regarding best practice and professional standards of training.)

Unlike the responses on which the main report is based, the communications received between April 2003 and February 2004 did not cover the entire draft core curriculum. They centred on particular areas of concern to the respondents and/or aspects of Reiki training, attunement or practice which they favoured. All views were stated in free flow, narrative format.

Analysis of these responses illustrated:

Inclusion of Anatomy & Physiology	Majority voiced opposition. One who already holds an A&P qualification in connection with another therapy was against inclusion since “Reiki practitioners don’t diagnose”; 3 said “more emphasis should be placed on awareness of the ‘subtle body, chakra system and energy flows’ than on A&P”.
Inclusion of Teaching Qualification at Master Teacher level	6 expressed support. One said they had undertaken teacher training as it was an IGCP requirement; another had chosen to do teacher training “to enable me to maximise my skills in workshop situations”; and 1 stated “You can’t train someone to be a good teacher”.
Inclusion of Other Modules (Business Studies, Counselling, Marketing)	4 stated their opposition to inclusion of non-Reiki modules. One said the requirement could “make Reiki ‘elitist’, turning good teachers away from Reiki”. One said “all you need, besides the basic knowledge of history, Reiki Principles, techniques and practitioner ethics, is the desire to teach, good communication skills, experience and a love of Reiki”; One respondent (despite having done Counselling, A&P and First Aid in connection with another qualification) was against inclusion of these modules in Reiki training.
Duration of Training	Majority in favour of recommended timescales with 2 preferring longer durations. One preferred a long apprenticeship for Master Teacher training.

Period Between Levels	None disagreed with recommended periods. 6 commented that it is essential to allow sufficient time for full integration of attunements and absorption of what learnt.
Ongoing Support	Majority regarded ongoing support and continuing personal development as essential. 3 said students are not prepared to commit necessary time and effort to develop good practice
General	4 expressed importance of ensuring that any set standards 'do not take people away from the principles of Reiki'. One stated that she has incorporated the draft core curriculum recommendations into her teaching at a local college.

In addition to specific comments regarding the core curriculum many of the respondents expressed concern over:

- Standards of some non-UKRF Reiki Master Teachers and Practitioners in their area, with particular concern mentioned re
 - "quick and cheap 'zaps'"
 - courses offering combined levels 1 and 2 (and even 1, 2 & 3) in a weekend
 - Reiki Level 1 people practising with minimum knowledge and experience and charging for treatments.
- Consistency in attunements
- Commercialisation of Reiki (citing advert in Beauty Therapy magazine "Learn Reiki and double your earnings")
- Importance of not seeing Reiki as a mundane/materialistic 'product'
- Importance of not losing the spiritual value of Reiki during the VSR process.

Recommendation

That these views be taken into account during the review recommended in the main report of areas not supported by the majority of members.