

# Scheme of work

For each VTCT (ITEC) qualification, the lecturer/centre must complete a scheme of work for each unit indicating how the Lecturer is planning to cover the unit content throughout the course. Set out the planned sessions in terms of learning outcomes to be achieved. These should match those stated within the VTCT (ITEC) unit specification. Include all units of each course offered. Hours should meet the minimum guided learning hours listed within the unit specification.

**Unit title:** iUCT31 – Reiki

**Total contact tuition hours proposed:** 100

**Lecturer(s) responsible:**

Learning objectives	Lecture content	Suggested resources	Approx. hours
Introductory session	<ul style="list-style-type: none"> <li>• College rules and regulations</li> <li>• College mission statement</li> <li>• ITEC rules and regulations</li> <li>• Health &amp; Safety</li> <li>• Timetable</li> <li>• Dates – holidays etc.</li> <li>• Syllabus</li> <li>• Recommended books</li> <li>• Uniform</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Q&amp;A</li> <li>• Using all the documents listed to ensure the students understand the college expectations and their commitment to the course</li> </ul>	
<b>Know the history, concept and uses of Reiki and theories of other complementary therapies</b>			
Explain the history and development of Reiki up to the present day	<ul style="list-style-type: none"> <li>• Origins of Reiki</li> <li>• Mikao Usui</li> <li>• Four Miracles</li> <li>• Reiki Principles</li> <li>• Hayashi</li> <li>• Takata</li> <li>• Furumoto</li> <li>• Lineage</li> <li>• Personal lineage</li> <li>• Seichem</li> </ul>	<ul style="list-style-type: none"> <li>• OHP/Whiteboard</li> <li>• Lecture</li> <li>• Q&amp;A</li> <li>• Homework</li> <li>• Test:</li> </ul>	

	<ul style="list-style-type: none"> <li>• Patrick Zeigler</li> <li>• Mary Shaw</li> <li>• Present day</li> <li>• Development of Reiki styles e.g. Eastern Reiki , Gendai Reiki Ho, Tera-Mai Reiki</li> </ul>		
Define Reiki, outline its principles and the power of the symbols	<ul style="list-style-type: none"> <li>• Non-invasive therapy</li> <li>• Universal energy is open to all</li> <li>• Define 'Rei' and 'Ki'</li> <li>• 3 pillars of Reiki</li> <li>• 5 noble truths</li> <li>• Exchange of energy</li> <li>• How symbols work (sacred geometry)</li> <li>• Use of sound</li> </ul>		
Explain the concepts and theories of energy and vibrational medicine, the mind body link and the use of symbols	<ul style="list-style-type: none"> <li>• Meditation (types of)</li> <li>• Attunement/initiation process</li> <li>• Gassho</li> <li>• Guides and helpers</li> <li>• How energy comes into form</li> <li>• Explore consciousness, being, Ayurveda, Oriental medicine philosophy</li> <li>• Effects of intoning symbols, sound vibration</li> <li>• Energetic phenomena a client or practitioner may experience</li> <li>• The field: Information held</li> <li>• Altered brainwave states: alert &amp; relaxation</li> <li>• Energy anatomy: chakras, auras, overview of meridians</li> <li>• Use of mind/body connection</li> <li>• Tissue memory</li> <li>• Visualisation</li> <li>• Importance of intention on energy work</li> <li>• Internal versus external energies</li> </ul>		
Explain the holistic approach and energy awareness	<ul style="list-style-type: none"> <li>• Greek term 'holos'</li> <li>• Importance of the treatment of the whole person</li> <li>• Alter one personal aspect and other aspects are impacted, everything is connected - domino effect</li> <li>• Root cause</li> <li>• Basic energy sensing skills</li> <li>• Gassho</li> <li>• Outline of how to ensure energy integrity (protection, clearing, recharging, checking and energy interactions)</li> </ul>		

Explain the term integral biology	<ul style="list-style-type: none"> <li>• The way in which the physical environment and social, economic and environmental factors affect health and social wellbeing, to include: <ul style="list-style-type: none"> <li>- Computers</li> <li>- Mobile phones</li> <li>- Processed food</li> <li>- Lack of fresh air</li> <li>- Jet lag</li> <li>- Lack of natural daylight</li> <li>- Stress</li> <li>- Lack of sleep/poor quality sleep</li> <li>- Financial problems</li> <li>- Poor ventilation</li> <li>- Lack of exercise</li> <li>- Chemicals</li> <li>- Pollution</li> <li>- Social media</li> <li>- World events</li> <li>- Work life balance</li> <li>- Impact on energy field</li> </ul> </li> </ul>		
Explain other uses of Reiki energy	<ul style="list-style-type: none"> <li>• Importance of therapist self-treatments</li> <li>• Animals</li> <li>• Plants</li> <li>• Water</li> <li>• Medicine</li> <li>• Places</li> <li>• Time; past, present, future</li> <li>• The importance of consent in sending absent/distance Reiki energy</li> <li>• Reiki for mental/emotional treatment</li> <li>• Reiki for situations</li> </ul>		
Explain other complementary therapies and the ways in which they are performed	<ul style="list-style-type: none"> <li>• Acupressure</li> <li>• Acupuncture</li> <li>• Alexander technique</li> <li>• Aromatherapy</li> <li>• Ayurvedic medicine</li> <li>• Bach flower remedies/flower remedies</li> <li>• Body work (massage therapies)</li> <li>• Bowen technique</li> <li>• Chiropractic</li> <li>• Colour therapy</li> <li>• Crystal therapy</li> </ul>		

	<ul style="list-style-type: none"> <li>• Ear candling</li> <li>• Emotional Freedom Technique (EFT)</li> <li>• Herbalism</li> <li>• Holistic massage</li> <li>• Homeopathy</li> <li>• Hypnotherapy</li> <li>• Indian head massage</li> <li>• Iridology</li> <li>• Kinesiology</li> <li>• Lymphatic drainage massage</li> <li>• Meditation</li> <li>• Naturopathy</li> <li>• Neurolinguistic Programming (NLP)</li> <li>• Osteopathy</li> <li>• Spiritual healing</li> <li>• Reflexology</li> <li>• Shiatsu</li> <li>• Stone therapy massage</li> <li>• Subtle energy/vibrational medicine</li> <li>• Swedish massage</li> <li>• Therapeutic touch</li> <li>• Traditional Chinese Medicine (TCM)</li> <li>• Vertical reflexology</li> <li>• Yoga</li> <li>• Relationship of Reiki to other healthcare practices</li> </ul>		
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Know the legislation applicable to Reiki treatment			
Explain the appropriate legislation applicable to Reiki treatment	<ul style="list-style-type: none"> <li>• Any particular rights, restrictions and charters</li> <li>• Legal framework related to people and settings with which the practitioner is involved, e.g. Mental Health Act, Children Act</li> <li>• Moral rights which are not recognised in law</li> <li>• Organisational policies and how they differ from other organisations (when working in care)</li> <li>• Records which the practitioner is responsible for completing in relation to rights and responsibilities</li> <li>• Any relevant complaints systems and methods of access (when working in care)</li> </ul>	<ul style="list-style-type: none"> <li>• OHP/Whiteboard</li> <li>• Lecture</li> <li>• Q&amp;A</li> <li>• Handout:</li> <li>• Homework</li> <li>• Test:</li> </ul>	

	<ul style="list-style-type: none"> <li>• Legislation which relates to the work being carried out, the environment and the client with whom the practitioner is working e.g. Health and Safety at Work Act, Equal Opportunities Act, Data Protection Act, General Data Protection Regulations (GDPR)</li> <li>• Legislation applicable to the treatment and country therein</li> <li>• Code of good practice/ethics</li> <li>• Veterinary Act</li> </ul>		
Explain the importance of the code of conduct and ethics for practitioner and client	<ul style="list-style-type: none"> <li>• Awareness of National Occupational Standards and voluntary regulatory groups where they exist</li> <li>• The importance and implications of becoming a member of a professional association</li> <li>• Codes of practice, ethics and professional conduct</li> <li>• Importance of malpractice/public liability insurance</li> </ul>		

Be able to consult and recognise contra-indications to Reiki treatment			
Explain and demonstrate methods of consultation	<ul style="list-style-type: none"> <li>• A sample consultation form can be found at <a href="http://www.itecworld.co.uk">www.itecworld.co.uk</a></li> <li>• Learners should demonstrate knowledge of the importance of the following: <ul style="list-style-type: none"> <li>- Private comfortable area</li> <li>- Positive body language</li> <li>- Positioning of the client (no barriers between themselves and client)</li> <li>- Good communication skills (asking open rather than closed questions) and rapport</li> <li>- Listening skills</li> <li>- Trust</li> <li>- Professionalism, confidence and enthusiasm</li> <li>- Confidentiality</li> <li>- Consent</li> <li>- Need for parent/guardian to be present throughout the treatment of a minor</li> <li>- Any contra-indications to treatment</li> <li>- Client lifestyle</li> <li>- Client profile</li> <li>- Importance of planning a treatment programme bearing in mind the client's religious, moral and social beliefs and diverse needs</li> <li>- Determining the nature and extent of the client's needs</li> <li>- Agreement to the course of action</li> <li>- Ascertain the client's consent to the treatment</li> <li>- Where the client is not in a position themselves, ascertain from the appropriate companion's agreement to the treatment</li> <li>- Explanation of any possible side effects to the treatment</li> <li>- Explanation how the programme will be evaluated and the review process</li> <li>- Where applicable clarify with the client information which may be available to other, e.g. relevant health care workers</li> <li>- Obtain the client's signature (or that of the companion/ parent/ guardian)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• OHP/Whiteboard</li> <li>• Lecture</li> <li>• Q&amp;A</li> <li>• Handout:</li> <li>• Homework</li> <li>• Test:</li> </ul>	

Explain the issues surrounding 'consent' to treatment	<ul style="list-style-type: none"> <li>• Importance of obtaining consent from the client</li> <li>• Importance of gaining consent from a person who is acting in the best interests of the client (when the client is unable or not of an age to make the decision for themselves) e.g. parent/guardian</li> <li>• Treatment of minors and issues surrounding the age of consent</li> <li>• Current debate surrounding the issue of consent and the ways in which it may differ between various practitioners</li> <li>• The meaning of informed consent and the guidance given by the practitioner's professional body particularly where there is a need for written consent</li> <li>• Methods of obtaining consent and how to confirm that clients have been given sufficient information on which to base their own judgement</li> <li>• Ensure agreements are in the client's best interests</li> </ul>		
Explain the importance of referral procedures	<ul style="list-style-type: none"> <li>• Only working within the realms of their own expertise as a Reiki practitioner</li> <li>• Circumstances when the Reiki practitioner may choose not to accept a client <ul style="list-style-type: none"> <li>- The client does not want Reiki</li> <li>- Practitioner determines that providing Reiki treatment would not be appropriate</li> <li>- The client has an urgent medical need</li> </ul> </li> <li>• Circumstances when discernment is required in accepting a client <ul style="list-style-type: none"> <li>- Practitioner does not have the requisite experience or expertise</li> <li>- Where medical referral is essential</li> </ul> </li> <li>• Demonstration of the understanding of when a client should be referred to either: <ul style="list-style-type: none"> <li>- GP or other medical professional</li> <li>- Counsellor</li> <li>- Other complementary therapist</li> <li>- Member of the social care or nursing team, community based voluntary and statutory support systems available</li> </ul> </li> </ul>		
Explain the importance of Reiki for clients and families receiving palliative or social care	<ul style="list-style-type: none"> <li>• Issue of consent</li> <li>• Treatment of minors and the age of consent</li> <li>• Any appropriate legislation</li> <li>• Confidentiality</li> <li>• Appropriate support</li> <li>• Using an appropriate manner of communication</li> <li>• Only giving information agreed within the care team</li> <li>• Know when to refer clients to people outside of the care team</li> <li>• Maintenance of accurate records</li> <li>• Managing one's own feelings</li> <li>• The importance of ongoing care</li> <li>• Personal beliefs and preferences</li> <li>• Grief and grieving process</li> </ul>		

	<ul style="list-style-type: none"> <li>• Death and dying</li> <li>• Awareness of other support services</li> <li>• What a client may experience during a session and after a session</li> <li>• Healing crisis/client reactions between sessions</li> <li>• When to stop giving Reiki</li> </ul>		
Recognise common ailments and specific conditions that should be considered prior to commencing Reiki treatment and may be contra-indicated to other complementary therapy treatments	<ul style="list-style-type: none"> <li>• Pregnancy</li> <li>• Cardiovascular conditions (thrombosis, phlebitis, hypertension, hypotension, heart conditions)</li> <li>• Any condition already being treated by a GP or another complementary practitioner</li> <li>• With medical, GP or specialist permission – In circumstances where written medical permission cannot be obtained the client must sign an informed consent stating that the treatment and its effects has been fully explained to them and confirm that they are willing to proceed without permission from their GP or specialist <ul style="list-style-type: none"> <li>- Medical oedema</li> <li>- Osteoporosis</li> <li>- Arthritis</li> <li>- Nervous/psychotic conditions</li> <li>- Epilepsy</li> <li>- Recent operations</li> <li>- Diabetes</li> <li>- Asthma</li> <li>- Bell's palsy</li> <li>- Trapped/pinched nerve</li> <li>- Inflamed nerve</li> <li>- Acute rheumatism</li> <li>- Fever contagious or infectious diseases</li> <li>- Under the influence of recreational drugs or alcohol</li> <li>- Cancer</li> <li>- Skin diseases</li> <li>- Undiagnosed lumps and bumps</li> <li>- Pregnancy (after medical permission obtained on the abdomen)</li> <li>- Cuts</li> <li>- Bruises</li> <li>- Abrasions (on exposed areas)</li> <li>- Recent fractures (minimum 3 months)</li> <li>- Understanding there are no known contra-indications to Reiki treatment when used on its own</li> </ul> </li> </ul>		
The importance of explaining Reiki to the client	<ul style="list-style-type: none"> <li>• Factors to explore with the client including: <ul style="list-style-type: none"> <li>- History of the client's health, effective functioning and physical, emotional, mental and spiritual wellbeing including any particular conditions and treatments</li> <li>- How the client perceives Reiki to fit in with his/her personal goals</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>- The role which the client (and others) may take, and may need to take, if the Reiki is to be beneficial and how to explain and agree them with the client (and any companion)</li> <li>- How to support the client to make informed choices</li> <li>- The importance of agreeing the location and timing of Reiki with the client, and the factors which may intervene and alter plans</li> <li>- How to acknowledge conditions for which Reiki may be incomplete in itself and for which the client should seek advice from other sources</li> </ul>		
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Be able to carry out Reiki treatment			
Explain and demonstrate appropriate client care	<ul style="list-style-type: none"> <li>• Checking consultation and possible contra-indications</li> <li>• Explaining the treatment procedure to the client</li> <li>• Helping the client onto the couch</li> <li>• Sanitise own hands and client's</li> <li>• Ensure that the client is comfortable</li> <li>• Use appropriate supports, i.e. under the ankles, chest and forehead, knees, head</li> <li>• Help the client on/off the couch/seat</li> <li>• Assisted the client throughout the treatment as appropriate</li> <li>• Reiki is a clothed treatment and can be performed in a seated position as well as on a couch (the client care above also applies to seated work)</li> </ul>	<ul style="list-style-type: none"> <li>• OHP/Whiteboard</li> <li>• Lecture</li> <li>• Q&amp;A</li> <li>• Handout:</li> <li>• Homework</li> <li>• Test:</li> </ul>	25
Explain and demonstrate the correct hygiene procedures	<ul style="list-style-type: none"> <li>• Definition of the following terms: <ul style="list-style-type: none"> <li>- Septic</li> <li>- Antiseptic</li> <li>- Disinfectant</li> <li>- Sterile</li> <li>- Cross infection</li> <li>- Sterilisation</li> <li>- Aseptic</li> <li>- Bactericide</li> <li>- Bacteriostat</li> <li>- Fungicide</li> <li>- Fungistat</li> <li>- Pathogenic</li> <li>- Non-pathogenic</li> <li>- Toxins</li> <li>- Hygiene</li> <li>- Bacteria</li> <li>- Fungi</li> <li>- Viruses and infestations</li> </ul> </li> <li>• Awareness of blood borne diseases – HIV/AIDS, Hepatitis A, B and C</li> <li>• Reasons for good personal hygiene</li> </ul>		



	<ul style="list-style-type: none"> <li>• Sanitise own hands before and after treatment</li> <li>• Use clean work area and couch roll for each client</li> <li>• Wear clean professional work wear</li> <li>• Socks/tights and full flat shoes</li> <li>• Remove all jewellery (except wedding band) from self and client</li> <li>• Clean short nails</li> <li>• Hair tied back off collar and face</li> </ul>		
Select and demonstrate the appropriate methods and symbols for the treatment and hand positions for the client's needs	<ul style="list-style-type: none"> <li>• Choose either couch or seated position</li> <li>• Hands on or off, distance</li> <li>• Choose long or short treatment</li> <li>• State meaning of symbols (without writing name or drawing)</li> <li>• Candidates can disclose the meaning only not the symbols</li> </ul>		
Explain and demonstrate the use of symbols and their physiological and psychological effects	<ul style="list-style-type: none"> <li>• Mental</li> <li>• Emotional</li> <li>• Physical</li> <li>• Distance</li> <li>• Importance of intention (energy work)</li> <li>• Adapting hand positions</li> <li>• Benefits of hand positions</li> <li>• Draw symbols in the air or on hands (not written)</li> <li>• Explain meaning of symbols using key words</li> </ul>		
Demonstrate dowsing and kinesiology to discern the effectiveness of treatment and symbols	<ul style="list-style-type: none"> <li>• Dowsing</li> <li>• A simple Kinesiology test</li> <li>• Benefits and uses of each symbol</li> </ul>		
Demonstrate effective hand positions and explain the value of visualisation and intoning symbols by practitioner	<ul style="list-style-type: none"> <li>• Full couch treatment</li> <li>• Seated/Short treatment</li> <li>• Use of sensing/intuition for client needs</li> <li>• Dowsing or kinesiology testing</li> <li>• Use of symbols, visualisation/intoning for appropriate levels first, second and third degrees (drawn in air or on palm, not written)</li> </ul>		
Explain the effects of treatment and benefits of hand positions	<ul style="list-style-type: none"> <li>• Benefits of hand positions</li> <li>• Benefits of hands on/off/near body, distance/absent</li> <li>• Universal energy (available to all/connectedness)</li> </ul>		
Explain how to conduct distance, absent and group Reiki healing	<ul style="list-style-type: none"> <li>• Creating a healing space</li> <li>• Conducting a healing group/circle</li> <li>• Preparing a room</li> </ul>		

	<ul style="list-style-type: none"> <li>• When absent work is useful</li> <li>• When distance work is useful</li> <li>• Definition of absent and distance Reiki</li> <li>• Use of distance/absent symbol</li> <li>• Group meditation attunement methods</li> <li>• Master symbols and meditation</li> <li>• Gassho</li> </ul>		
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Be able to advise on aftercare and home care			
Explain and demonstrate the importance of giving appropriate homecare advice after treatment	<ul style="list-style-type: none"> <li>• Drinking water</li> <li>• Healthy eating for wellbeing</li> <li>• Exercise for general health</li> <li>• Stress levels</li> <li>• Generally helping clients and families to identify options to improve their health and social wellbeing in terms of Reiki treatment</li> <li>• Helping clients and families to put their choices into action</li> <li>• Reviewing their progress</li> <li>• Positive thinking, attitudes and language skills</li> <li>• Advise/suggest on types of meditation that may suit; to include visualisation, mantra, breath, use of candles, sound, colour, use of music</li> </ul>	<ul style="list-style-type: none"> <li>• OHP/Whiteboard</li> <li>• Lecture</li> <li>• Q&amp;A</li> <li>• Handout:</li> <li>• Homework</li> <li>• Test:</li> </ul>	

Be able to evaluate and review the Reiki treatment programme			
Evaluate and review the Reiki treatment programme	<ul style="list-style-type: none"> <li>• At the end of each treatment the client's feelings should be recorded</li> <li>• The following areas should be monitored: <ul style="list-style-type: none"> <li>- Outcomes achieved</li> <li>- Effectiveness of the treatment</li> <li>- Any change in demands</li> <li>- Whether the treatment met the needs of the client</li> <li>- Longer term needs of the client (particularly when working in a care environment)</li> <li>- Monitor with local GP interaction with medication</li> </ul> </li> <li>• At the end of each treatment, reflective practice should be noted to include: <ul style="list-style-type: none"> <li>- Evaluation of treatment given, identifying what might need to change</li> <li>- Management of own feelings</li> <li>- Importance of not becoming attached to specific outcomes</li> <li>- Identification of Continuous Professional Development (CPD)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• OHP/Whiteboard</li> <li>• Lecture</li> <li>• Q&amp;A</li> <li>• Handout:</li> <li>• Homework</li> <li>• Test:</li> </ul>	

**Document History**

Version	Issue Date	Changes	Role
v1	10/12/2019	First published	Qualifications Administrator