

CNHC

HEALING CORE CURRICULUM

Compiled by members of the
CNHC Healing Professional Standards Board

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Contents

Introduction.....	3
1. Core Curriculum	4
1.1 Overall Aims.....	4
Learning Outcomes & competencies	4
2.1 The Context of Healing.....	4
2.2 The Nature of Healing	4
2.3 Anatomy and Physiology.....	4
2.4 Healing Energy Models	5
2.5 Skills	5
2.6 Personal Development and Lifestyle	7
2.7 The Professional Framework	7
2.7 a Good Practice	7
2.7b Record Keeping	7
2.8 The Law	8
2.9 Consent	8
2.10 Public Liability and Insurance	8
2.11 Healer/Client Relationship.....	9
2.12 Health and Safety.....	9
2.13 Healing and Allopathic Medicine	9
2.14 Communication Skills.....	10
2.15 The Healing Environment.....	10
3 Hours of study and Assessment	11
3.1 Hours of Study	11
3.2 Case Study Requirements	11
3.3 Assessment	11
Case studies as above plus a supporting client testimonial (x3).....	11
4 Grand parenting (APEL (Accreditation of Prior Experiential Learning)	14
Introduction.....	14

Introduction

Healing is a natural phenomenon that has been documented from ancient times and as such has collected various discourses around its nature and purpose. There is minimal research around it at present, mostly indicating the facilitation of a relaxation response. There is also much anecdotal evidence suggesting that Healing can bring about a change towards well being in the individuals involved and at times give rise to a sense of peace and stillness. For some people this is experienced as a connection to the spiritual or transpersonal.

This Core Curriculum applies to Healing work which falls into this category and is not applicable to any modalities of Healing that make claims as to a specific outcome and purpose, which cannot be substantiated by a reliable, identifiable and authentic source.

The content of these curricula provide a minimum standard only and reflect the National Occupational Standards for Healing as of 2011. In order to broaden the potential for working in a variety of settings, we have made some additions. The National Occupational Standards for Healing can be down loaded from the Skills for Health website.

Meeting the educational outcomes in this Core Curriculum will act as the Measure for eligibility to register as a Healer with the CNHC, alongside acceptance to abide by the Healing Professional Standards and any CNHC requirements. This Core Curriculum will replace the old Educational Standards as of September 2012.

Although the outcomes have to be achieved, our intention is not to be too prescriptive about their interpretation, as long as it lies within the boundaries set out in paragraph1. We hope the Curriculum will form a template which is sufficient in itself but which leaves room for expansion by individual organisations if so desired. It should act as a bench mark.

It will be the responsibility of those Professional Associations who can verify applications to ensure that:

- a) The Core Curriculum is circulated to their members as appropriate so that it can be incorporated into their teaching curriculum
- b) To accept that accountability for verifying according to the Core Curriculum lies with the verifying Professional Associations

1 Core Curriculum

1.1 Overall Aims

This core curriculum aims to set out an educational framework which will:-

- As a minimum, comply with NOS for Healing
- Set out levels of practice, learning and professionalism which will educate student Healers to work in Private Practice, Organisations and Care Homes, including NHS Settings.
- Empower the Student Healer to develop reflective skills and personal insight.
- Act as a measure for eligibility to register with CNHC

2 Learning Outcomes & competencies

At the end of the training the student Healer should be able to demonstrate knowledge and understanding of the following:-

2.1 The Context of Healing

- The historical context of Healing
- Healing in relation to Complementary & Integrated Healthcare

2.2 The Nature of Healing

- The nature of Healing Energy and its possible sources.
- Exploration of the nature of Holism
- An understanding of the levels of existence and spirituality traditionally associated with Healing
- The role of the Healer in the Healing process, including the interface between good intention and non attachment to the outcome.
- The Healer as a unique channel, facilitator and participant in the Healing process

2.3 Anatomy and Physiology

- A basic knowledge of the structure and function of all the major systems and organs in the body and how they work in unison

- A basic understanding of the stress response and the connection between its psycho /spiritual/ emotional and physical impact.
- Recognition and/or basic understanding of any potential contra indications to Healing or potential areas of concern e.g. pace makers, diabetes, epilepsy, mental health issues, effects of medication or medical treatments

2.4 Healing Energy Models

- Human energy field models and the Healing process
- Human energy centre models (Chakra) and the Healing Process
- The relationship between these models, the physical body and the Healing process.
- An awareness of the relationship between contemporary scientific theories such as quantum physics and the energy model of Healing

2.5 Skills

2.5a Attunement/focusing intention for Healing

- The nature and importance of attunement
- An understanding of intention and its relationship to Healing
- Methods of attunement/ focusing intention
- Developing and improving levels of attunement and intention

2.5b Grounding, Centring and Protection

- The functions of grounding, centring and protection
- Methods of grounding, centring and protection

2.5c Healing Techniques

- An understanding of the Healing process, both subtle and practical
- An ability to translate this into practice utilising taught procedures
- An awareness of the range of different Healing methods and their application in varying circumstances depending on environment and any needs of the client

2.5d Preparation for Contact Healing

- Preparation of the environment including chair, couch, bed etc
- Preparation of self, both practically and in terms of focus
- Initial taking of a case history or assessment of the clients general health and well being and any concerns they may have
- Provide an explanation to the client and/or their representative as to what will happen in a practical sense and what they might experience
- Encourage the client to ask questions and provide clarification of necessary

- Obtain consent (see further down)
- Ensure client knows that they can stop a session at any time
- Ensure the client knows how to recognise the session has come to an end.
- Safe and comfortable positioning of client on chair or couch, being mindful of patients dignity at all times

2.5e The Act of Contact Healing

- Ways of recognising and sensing energy, its presence and its patterns
- Exploration of ways the Healer might experience this
- How the Healer can work with the awareness gained from above
- Importance of staying grounded, centred and /or attuned.
- How to work on or off the body
- Supportive activities such as simple breath work
- How to work with more than one Healer
- Concluding the Healing act-grounding the client, ensuring normal state of waking consciousness ensuring the safety of the client e.g. able to drive safely
- How to manage the end of the session
- Care of self

2.5f Distant or absent Healing

Definition: Distant Healing is the process whereby the Healer facilitates Healing whilst the client is not physically present.

- Types and methods of Distant Healing
- Issues of Consent
- Individual and group Distant Healing

2.5g Evaluation of Healing

- Discuss the clients experience of the Healing session if they so wish
- Discuss and agree the need for any future healing sessions
- How to recognise situations when the Healer may not have the requisite experience or when it is appropriate and advisable to the client to seek advice from other sources
- Advise client on seeking professional healthcare if it is apparent that there is a possible need.
- Recognition of situations which may legally require breaking of confidentiality and reporting.
- Reflect upon the experience as a Healer and use this to inform future practise

2.6 Personal Development and Lifestyle

- The importance for the professional of maintaining health and well-being on all levels, physical, emotional, psychological and spiritual.
- Exploration of methods to develop self awareness to support above

2.7 The Professional Framework

2.7 a Good Practice

- Understanding the importance of belonging to a relevant professional association and of maintaining a working knowledge of their professional standards and codes of practice/conduct
- Importance of knowledge, understanding of and compliance with relevant employment and organisational policies and practices
- Following appropriate and current guidelines in advertising healing services. Avoiding making claims that cannot be substantiated, as well as claims to cure
- The importance of reflective practice and Continuous Professional Development
- A working knowledge of the circumstances in which the Healer may choose not to accept a client
- Knowledge of alternative options available to clients for whom Healing is inappropriate
- Awareness of issues of diversity and inclusion
- A framework for the administration of bookings and payment of fees
- Understanding of professional and personal boundaries
- Understanding of the contractual relationship between client and Healer and the conduct of the Healing act as agreed

2.7b Record Keeping

Have an understanding of the procedures for record keeping in accordance with legal and professional requirements and data protection issues.

2.8 The Law

Having a working knowledge of current relevant legislation and how this impacts on the legislation affecting healing e.g.

- Legislation relating to vulnerable groups, including child protection issues and vulnerable adults
- Position of trust/duty of care
- Legislation, government and if appropriate institutional policies relating to consent
- Legislation relating to commercial practice
- Veterinary Practice
- Midwifery

(There may be additional legislation and new legislation which will need to be included in the learning)

2.9 Consent

- Understanding informed and implied consent
- Having a working knowledge of the procedures for obtaining informed consent, written or verbal, both within the Healer's Professional organisation and for any other relevant organisation involved in the Client's welfare and/or in which the Healer may be working.

2.10 Public Liability and Insurance

Understanding the need, extent, terms and conditions of insurance cover for Healers including Student Healers

2.11 Healer/Client Relationship

- Respect for the individuality, dignity, privacy and personal beliefs of the client
- The importance of not imposing the Healers beliefs on the client
- An understanding of the therapeutic relationship in this context
- The importance of encouraging and empowering the client to be as actively involved as possible in their health and well being
- Avoiding developing any dependency and understanding boundaries
- Respecting client confidentiality and autonomy
- Treating all clients equally and without discrimination

2.12 Health and Safety

- Maintaining practice, environment and equipment in line with current health and safety legislation
- Awareness of and how to apply the principles of good hygiene

2.13 Healing and Allopathic Medicine

- Importance of not diagnosing or promising a cure
- How to recognise those occasions when Healing may complement other healthcare which the client is receiving and when not appropriate or helpful
- Advising clients to consult their medical practitioner where appropriate
- The importance of appearance, behavior and working with institutional protocols relating to working with or visiting clients in healthcare settings
- A working knowledge of Healing within the context of current healthcare provision.
- Not trying to influence against conventional /allopathic medical treatment and advice ,

- Awareness of the appropriate approach required when relating with other Healthcare Professionals

2.14 Communication Skills

- How to achieve effective communication through observation, sensitive questioning and active listening i.e. listening skills
- The importance of self awareness and establishing professional boundaries whilst being empathic
- Basic knowledge of non-verbal communication skills
- How to be supportive to the client (and any representative) whilst managing time effectively

2.15 The Healing Environment

- How to provide an appropriate environment for the client that meets professional codes of practice, legal and organisational requirements and is conducive to the uniqueness of Healing practice
- Understanding the importance of respecting the privacy and dignity of the client and affording them as much comfort as possible during assessment, consultation and treatment
- Maintaining a comfortable temperature in the room and ensuring the client does not become too cold or too hot
- Maintenance of professional personal standards –e.g. appearance and personal hygiene
- A basic understanding of infection control and adherence to those principles

3 Hours of study and Assessment

3.1 Hours of Study

A minimum of a hundred hours study is required, a minimum of sixty of these hours being face to face (guided) The remaining can be notional i.e. 40 hrs of self directed study, mentorship, written work and practice.

Included in the over all hundred hours should be a minimum of forty hours supervised Healing practice which can take place both during face to face training and as part of the case study requirement, when supervision can be by mentorship or similar including distance support

The overall period of training should take place over a period of two years. This can include a period of mentored practice prior to qualification.

3.2 Case Study Requirements

A minimum of three case studies should be completed. Each should consist of a minimum of three sessions and should be supported by a client testimonial

(It is strongly recommended that more than three case studies are completed. In this case a minimum of three testimonials only are required)

These studies should be written up providing evidence of reflective practice, the Healing process and care of the client and self, inclusive of professional issues e.g. consent, environment etc

3.3 Assessment

Case studies as above plus a supporting client testimonial (x3)

Plus

One of the following,

- A written assignment, or project, of no less than 1500 words. The topic must be related to Healing. The title can be provided by the training establishment or negotiated between student and tutor.

Or

- An expanded case study (can be an expanded version of one already submitted)

Or

- Multiple Choice worksheet assignments, which also include the opportunity for reflective responses

The above should all evidence clear understanding of learning outcomes outlined in this document

Marking should be by both the tutor and an independent assessor (see below)

In addition

Practical Assessment (formative assessment)

- An ongoing (i.e. during teaching sessions) observational assessment as to practice, application and suitability. Case studies should contribute to this also by demonstrating how healing is experienced by Healer , feedback from client and any personal development and reflections generated from the process

Assessment should be by the tutor and an independent assessor who is occupational competent -see below

Optional:

- Submission of a log book of Healing given, reading and additional study days etc
 - Interview, to assess general understanding of the learning and commitment to further advancing knowledge. This can include a practical demonstration of Healing
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3.4 Summative Assessment:

The summative assessment must include the written work, which is assessed, in addition to practical work

3.5 Assessors

Assessments must be agreed as follows: -

The Course Tutor plus:-

- Another Tutor who has not been involved in the training and who is occupational competent

Or

- Healing Mentor, (qualified as Healers, registered with the CNHC and experienced) but who has not been involved with the training/mentoring of the student Healer being assessed
 - An experienced, qualified Healer, registered with the CNHC who has not been involved with the training or mentoring of the student Healer being assessed
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4 Grand parenting (APEL (Accreditation of Prior Experiential Learning))

Introduction

This section covers the requirements that a Healer is expected to meet or be accredited as having been met by their Professional Association through prior experience and/or prior accredited learning.

In this context the requirements only apply to Professional Associations who are verifiers for CNHC registration.

If an applicant does not belong to a verifying Professional Association it is the responsibility of the Healing PSB to assess eligibility.

A Healer will be required to supply the following information, or their Professional Association will need to demonstrate they have been suitably assessed prior to application

Part One

- How would you define Healing?
- How would you describe Healing to a client?
- How do you look after your own health and well-being?
- List the legislation that is relevant to Healers
- Describe what you understand by professional behaviour
- Please list events, courses and workshops you have attended in the last three years in order to show your Continued Professional Development
- Describe how you develop and nurture your self awareness and connection to Healing

Part Two

- Please list qualifications, including where received no. of hours study per course and dates taken. Please include photo copies; (not the original) of certificates of attendance or certificates demonstrating courses and qualifications undertaken.
- Please list events, courses and workshops you have attended in the last three years in order to show your Continued Professional Development and /or describe how you have nurtured and developed your knowledge of Healing

Part Three

Please provide a recent client case study. You may describe one or more sessions, but your evaluation must demonstrate your understanding of the professional standards and educational outcomes associated with Healing and in accordance to the CNHC description of Healing. It should comprise no more than 2000 words and reflect the outcomes outlined in the Healing Core curriculum

Part Four

What would you do in the following situations?

- If a client expected you to cure a particular condition
- If someone asked for Healing but was under the influence of mind altering substances including alcohol and prescription drugs
- If you were made to feel vulnerable or uncomfortable
- If an issue relating to vulnerable adults or children arose e.g. emotional, physical, sexual abuse or criminal activity
- If you were not certain of a client's mental capacity

Part Five

Explain and illustrate what you understand by the phrase `vulnerable persons`

Part Six

Please add here any further information you would like to submit in support of your statement