



CRYSTAL & HEALING FEDERATION

Light • Integrity • Dedication

CRYSTAL HEALING

Core Curriculum & Training standards Representing 1 Year of Training

Updated August 2011



GENERAL

All CHF diploma courses in Crystal Healing consist of 180 hours of tutor led tuition, implemented over a period of not less than two years. This could translate into 14 weekends.

All CHF schools agree to include CHF core curriculum representing one year of tuition and the mandatory subjects for the second year.

All CHF practitioners may only practice professionally after having completed the two years successfully and after graduation.

CHF Schools will refrain from purporting that Crystal Healing can address or cure specific physical symptoms and therefore also refrain from teaching techniques purporting to address specific physical symptoms.

CHF Schools will not purport that specific crystals can address or cure specific physical symptoms or diseases (as named by conventional medicine).

Crystal Healing is a subtle energy therapy and therefore should not be mixed with physical based therapies. Boundaries between therapies are essential. Equally a client should know what therapy or therapies they are receiving and that the therapist is fully qualified in any therapy they offer.

All CHF schools must adhere to the CHF code of conduct and CHF regulations.

ADDITIONAL INFORMATION

*The following standards are about **both** theory and practice. The healer must be able to put all theoretical knowledge & understanding in practice, even where this is not expressly mentioned in the curriculum.*

Please note that we have deliberately not used educational jargon in the knowledge that most students of healing find this complicated and difficult to use. This also often applies to tutors of healing who have conventional teaching qualifications. Should A CHF School prefer more educational language, they are free to do so. CHF will only insist that all subjects are covered.

CHF has prepared a document as a guideline for schools and students

1. For schools so they can include the necessary handouts, question & answer sessions and written work in line with this curriculum.
2. For students so they can file their work in order regarding this part of their training.
3. This creates a portfolio of evidence of competence across the board.

CHF has also prepared a document regarding standards of practice for self-assessment.



SYLLABUS CRYSTALS

There are 24 crystals that need to be covered **in depth** and an energetic awareness of many more. Should a school's syllabus have several different crystals on their syllabus (in-depth), this may be open to discussion. The syllabus however, must include crystals of a wide variety in family crystal systems, colour, mineral content, hardness, energy and vibration.

<u>IN-DEPTH</u>	<u>AWARENESS OF (optional)</u>
1. Clear Quartz	The Quartz family
2. Rose Quartz	Feldspars
3. Amethyst	The Beryl family
4. Tourmaline	Ruby/Sapphire
5. Fluorite	Garnet family
6. Obsidian	Tourmaline family
7. Amber	Larimar
8. Lapis Lazuli	Silver
9. Malachite	Hematite
10. Turquoise	Pyrite
11. Celestite	Aragonite
12. Moonstone	Chiaistolite
13. Aquamarine	Tektites
14. Selenite	Opal
15. Apophyllite	Rhodonite
16. Copper	Rhodochrosite
17. Calcite	Herkimer Diamond
18. Garnet	
19. Kyanite	
20. Peridot	
21. Topaz	
22. Labradorite	
23. Sugilite	
24. Sunstone	

In-depth includes the ability to identify: Colour(s); Crystal System; Mineral Content; Hardness; Family (if applicable); Basic Formation; Countries of Origin. Equally a profound understanding as well as practical experience of the energies is expected.

Awareness includes the ability to identify the crystal and energetically apply it.



CRYSTALS

Standards

1. The practitioner must know seven different crystal systems, be able to draw a simple 2-D diagram of each and be able to describe at least three example crystals of each system.
2. The practitioner must be able to give examples of possible healing uses/techniques relating to the cubic system, using appropriate crystals.
3. The practitioner must be able to list Moh's scale of hardness, understand why this knowledge is useful and give an example crystal of each degree.
4. The practitioner must be able to give a basic description of the earth's layers.
5. The practitioner must have an understanding of the rock cycle and know the three different types of rock formation that form the earth crust.
6. The practitioner must be able to recognise and describe at least 5 of the technical terms of different crystal formations (such as elestial, enhydro, etc)
7. The practitioner must be aware of crystals that are toxic and of crystals that need handling with care regarding their mineral content.
8. The practitioner must be aware of at least 3 crystals that may have been artificially treated.
9. When a mineral is a crystal, crystalline, amorphous or organic, the practitioner will be able to state three examples of each.
10. The practitioner must be able to identify 12 syllabus crystals as well as know: approximate hardness - crystal system - range of colour - chemical composition - probable cause of colour - usual crystal formation (habit) - countries of origin of each.
11. The practitioner must also have a thorough understanding and practical experience of the energies of all syllabus crystals including applying them for healing.
12. There must be no less than 24 syllabus crystals over the 2 years and an awareness of many more.



HANDLING CRYSTALS

Standards

1. The practitioner must know and have experience of at least three different methods of selecting crystals for healing for self, a client and planetary healing.
2. The practitioner must know how to select crystals for various other uses.
3. The practitioner must know at least three reasons why crystals need cleansing
4. The practitioner must know at least six different methods of how to cleanse crystals.
5. The practitioner must know which crystals should not be cleansed in water, placed in sunlight or handled with extra care regarding hardness or toxins.
6. The practitioner must know how to cleanse crystals before, during (if needed) and after a healing session.
7. The practitioner must know the possible outcome and implications of using unclean crystals in healing, other energy work or wearing as jewellery.
8. The practitioner must know when a crystal needs to be cleansed.
9. The practitioner must know at least three methods of how to attune/link to crystals.
10. The practitioner must know how to attune to crystals in shops, at shows etc. in a safe and responsible manner.
11. The practitioner must know 2 methods of activating crystals and 2 methods of energising crystals.
12. The practitioner must know several methods on how to tune crystals for various uses.
13. The practitioner must know the difference between tuning, programming and dedicating crystals.
14. The practitioner must know how to dedicate crystals and why this is necessary.



SUBTLE ANATOMY & PHYSIOLOGY

Standards

Chakras

1. The practitioner must have a thorough knowledge of the chakra system (7 major chakras), including their positions, correspondences, functions and dysfunctions.
2. The practitioner must know how the chakras interrelate.
3. The practitioner must be able to describe various different states of chakras and what this may signify.
4. The practitioner must be able to assess the state of their own as well as their client's chakras.
5. The practitioner must know what it means to 'balance' chakras and why this term may be misleading.
6. The practitioner must know what chakras represent regarding his/her own 'life lessons' and also be able to perceive them in a detached manner for clients.

Subtle Bodies

1. The practitioner must have a thorough knowledge of the levels of the aura known as the subtle bodies. *(Most schools divide the aura in just 4 levels in the first year and then detail these into 7 levels in the second year).*
2. The practitioner must be able to describe the characteristics of four levels of the subtle energy field and what it may mean if there is any imbalance in these levels.
3. The practitioner must be able to evaluate the state of their own subtle bodies and those of a client. *(4 levels are sufficient for a first year).*
4. The practitioner must know what the various subtle bodies represent regarding issues going on in their own life and also be able to perceive them in a detached manner for clients.

Meridians (optional)

1. The practitioner must be able to give a definition of the two main meridians (Du Mai and Ren Mai) and their main functions and dysfunctions.
2. The practitioner must be able to assess the state of Du Mai and Ren Mai meridians (as a whole) in him/herself and in a client.



Gridlines (Optional)

1. The practitioner must have a thorough knowledge of the gridlines, including their significance, position, function and dysfunction.
2. The practitioner is able to assess the state of the gridlines in him/herself and in a client.
3. The practitioner must know how the gridlines interrelate.
4. The practitioner must know what the gridlines represent regarding their own issues and also be able to perceive them in a detached manner for clients.

Auric Field as a Whole

1. The practitioner is able to assess the state of the overall state of a client's energy field.
2. The practitioner is able to evaluate when it is appropriate to address the overall state of an energy field rather than doing this in more detail.
3. The practitioner must know how all the systems within the aura interrelate.
4. The practitioner must be aware of how dysfunction/imbalance in any of the systems could ultimately affect health & well being in the individual.



SUBTLE ENERGY MANAGEMENT

Standards

1. The practitioner must have a thorough knowledge and experience of what it means to be grounded and how to be grounded.
2. The practitioner must be able to recognise at least six signs in him/herself and in others of not being grounded.
3. The practitioner can use a number of techniques to help ground him/herself and others, including slowing down the chakra system to the appropriate level.
4. The practitioner will know at least 10 grounding crystals and the difference between their energies.
5. The practitioner must know what it means to centre and can use at least 3 methods on how to centre him/herself or clients.
6. The practitioner must have a thorough knowledge and experience of what it means to have a strong and well-protected energy field and how to make sure of this.
7. The practitioner must be able to recognise at least six signs in him/herself and in others of having a fragile or unprotected energy field and possible reasons for this.
8. The practitioner can use a number of techniques to help strengthen/protect his/her energy field with and without crystals.
9. The practitioner will know at least six crystals that can strengthen and protect the energy field and also know the difference between their energies.
10. The practitioner must have a thorough knowledge and experience of having a clear energy field.
11. The practitioner must be able to recognise various signs in him/herself and in others of not having a clear energy field.
12. The practitioner can use a number of techniques with and without crystals to help clear him/her energy field and that of clients.
13. The practitioner will know at least four crystals that can be used to clear the energy field and the difference between their energies.
14. The practitioner understands and is able to use a variety of meditation methods.
15. The practitioner must know at least three methods of relaxation for him/herself and for a client.
16. The practitioner will know at least two visualisation methods to relax a client and understand why visualisation methods must be kept simple.



17. The practitioner can use several methods to attune/link to a higher awareness/Light and is able to recognise when s/he is properly attuned.
18. The practitioner is able to energetically link to a client in a safe and responsible manner.
19. The practitioner is able to channel energies in a safe and responsible manner.
20. The practitioner understands that profound energy work may have a considerable effect on his/her own life.
21. The practitioner is able to start monitoring his/her own development by way of keeping a reflective log.



SELF, DISTANT & PLANETARY HEALING

Standards

1. The practitioner must know what self-healing is and why it is so important to practice this.
2. The practitioner can describe at least five methods of self-healing including 3 with crystals.
3. The practitioner must know what distant healing is and how it works.
4. The practitioner is aware of why it is necessary to ask permission of a client before giving distant healing and able to explain both ethical and practical reasons for this.
5. The practitioner knows the differences between prayer and distant healing.
6. The practitioner can employ a number of different methods of distant healing, also without using crystals.
7. The practitioner must know what planetary healing means and understands the ethical implications of this.
8. The practitioner can employ a number of planetary healing methods.



CRYSTAL HEALING TECHNIQUES

Standards

1. The practitioner must be able to use at least three different healing techniques on the chakras and to know when the use of each technique is appropriate.
2. The practitioner must be able to use at least three different healing techniques on the subtle bodies and to know when the use of each technique is appropriate.
3. The practitioner must be able to use at least two different healing techniques (one with and one without crystals) on the two main meridians, Du Mai and Ren Mai (as a whole) and to know when the use of each technique is appropriate. (This is optional).
4. The practitioner must be able to use at least three different layouts on the gridlines and to know when these layouts are appropriate. (This is optional).
5. The practitioner must know at least two methods of working on the overall state of the auric field.
6. The practitioner must know at least two crystal healing techniques other than those on chakras, subtle bodies, gridlines or meridians.

CHILDREN AND CRYSTAL HEALING

Standards

1. The practitioner must be aware of the responsibilities of working with children.
2. The practitioner must know which crystal healing techniques are appropriate for children and which ones may not be suitable and why this is so.
3. The practitioner must know how to conduct a healing session for children without the use of crystals.



THE CRYSTAL HEALING SESSION PRACTICAL

Standards (see also standards of practice)

1. The practitioner must be able to create an appropriate consultation record
2. The practitioner must have an appropriate disclaimer on the consultation record.
3. The practitioner must be aware of possible contraindications of crystal healing and why.
4. The practitioner must be able to communicate and justify appropriately to a client when contraindications apply.
5. The practitioner must be able to greet a client appropriately and make sure s/he is at ease.
6. The practitioner must be able to recognise when a client is not comfortable and how to deal with this.
7. The practitioner must be able to explain to clients in clear terms that are appropriate to the client's own knowledge & experience what crystal healing is, how it works and what they may expect.
8. The practitioner must be able to explain to a client why it is misleading to state that crystals are helpful for or address specific physical symptoms.



THE CRYSTAL HEALING SESSION ENERGETIC

Standards (see also standards of practice)

1. The practitioner must be able to follow appropriate procedures to prepare their place of practice, all equipment and themselves before a healing session.
2. The practitioner must be able to choose an appropriate method of relaxation for a client.
3. The practitioner must be able to assess a client's subtle anatomy and then choose techniques and crystals that are appropriate for the client's needs.
4. Crystals are placed and removed gently and unobtrusively.
5. The practitioner can select and handle crystals with confidence.
6. The practitioner must be able to move around the patient unobtrusively.
7. The practitioner must remove crystals after appropriate lengths of time.
8. The practitioner maintains suitable levels of communication with client at all times during the healing process.
9. The practitioner must be able to close a session appropriately, including energetically.
10. The practitioner must be able to explore, evaluate and analyse methods and implications of handling crystals in a healing session.
11. The practitioner must recognise when a client experiences a healing crisis during a session and know how to deal with this on all levels.
12. The practitioner must be able to correctly communicate to a client regarding a possible healing crisis after a healing and also know how to help with this.



GENERAL PRACTICAL MANAGEMENT

Standards (see also standards of practice)

1. The practitioner must know and be able to implement all procedures, including safety checks, before a client arrives for an appointment either in a home practice, an outside practice or environment or a hospital.
2. The practitioner must be able to keep adequate records in line with the current Data Protection act and know about the implications of confidentiality.
3. The practitioner must be able to ensure that his/her service is available to all, regardless of cultural or religious belief systems and be aware of any implications concerning this.
4. The practitioner must be able to write an appropriate report about a client to another health care professional.

HEALTH & SAFETY

Standards

1. The practitioner must be made aware of current health & safety rules and regulations pertaining to crystal healing work and their practice and keep up to date.
2. The practitioner must be aware of the current items for a basic first aid box.
3. The practitioner must be able to do a risk assessment for their home practice.
4. The practitioner must be aware of relevant health and safety issues regarding crystal work.



CONTRA INDICATIONS AND SAFETY OF THE PUBLIC

Under certain circumstances the use of certain crystals and techniques may not be appropriate. At times it could also be in the best interest of the client not to use crystals and therefore offer other appropriate subtle energy therapy or therapies as qualified. There are also a number of physical symptoms or conditions where the use of crystals could be counterproductive and practitioners must be aware of this. In addition to this, it may be inappropriate for a crystal & energy practitioner to actually practice at times.

Possible contra indications regarding certain symptoms and conditions

Cancer
Epilepsy
Mental Health Issues including posttraumatic stress
Pacemaker or other electronic life support systems
Addictions
Those who take medication
Abuse
Allergies to crystal content (e.g. Sulphur)
'Terminally' ill

Many crystal healing techniques may not be appropriate for:

Children
Those who are pregnant
Those who are very fragile
Those who are in the process of dying

Client safety can be in question when:

Placing excessive crystal layouts on or around clients
Using crystal combinations that do not work well together
Using inappropriate crystals for clients energetic state
Using advanced crystal healing techniques on clients inappropriately
Using toxic crystals inappropriately
Working to 'fix symptoms'
Working in unsuitable environments for healing without taking necessary precautions

Other issues that are questionable and could cause damage:

Practising distant/absent healing without permission
Mixing therapies without clients' knowledge or not being fully qualified in all offered therapies
Frightening a client with psychic 'jargon' such as 'clearing entities' etc.
Claiming to be other than a crystal healer i.e. stepping over boundaries i.e. diagnosing/counselling/ giving advice outside of remit

Questionable Ethics:

Placing crystals and not channelling energy
Urging clients to buy crystals
Encouraging someone to return for sessions when not necessary
Claiming to be something other than your qualification (such as Angel healer etc)



When not to practice

A crystal healer/therapist must not practice when being ill and/or having to take medicine
Having mental or emotional issues that affect adherence to practising criteria and code of conduct/ethics
Suffering from drug, alcohol or other substance abuse problems

TO BE INCLUDED IN THE SECOND YEAR

1. The majority of the second year must also contain subjects that relate to crystal healing work. It must also include detailing the subtle levels of the energy field into seven levels and (optional) include additional chakras.
2. Practitioners are expected to know which crystals harmonise well together on more profound levels.
3. Practitioners must be able to facilitate crystal healing on a couch, chair or appropriate surface on the floor.
4. Practitioners are expected to have an understanding of (only relative) anatomy & physiology.
5. Practitioners are expected to know how to run a healing practice.
6. Practitioners are expected to have read, understood and adhere to the CHF code of conduct and need to sign a declaration concerning this.
7. Practitioners must be aware of the responsibilities of working with animals and can use a number of simple and suitable crystal healing techniques.
8. Listening skills and how to communicate with clients must also form part of the second year.
9. Practitioners must be aware of the implications of working with those who are dying.
10. In-depth development forms part of CHF courses.

SHOULD ANY PROSPECTIVE NEW SCHOOL NEED HELP REGARDING THIS CURRICULUM AND/OR THE SECOND YEAR OF TRAINING, PLEASE DO NOT HESITATE TO CONTACT CHF. WE WILL BE GLAD TO HELP.



ASSESSMENT PROCEDURES

The following methods of assessment are suggestions only. It is, however, important to use a variety of methods in order to ensure that the healer can practice what has been taught in a responsible, professional and effective manner. It is also important that students complete the CHF portfolio and file any other written work with this so they have a certain level of competence on record.

Methods:

1. Set written assignments
2. Practice sessions for the student to carry out outside of the course
3. Question and answer sessions (also written) for self-assessment
4. Supervised healing sessions
5. Project work (such as syllabus crystals that is carried out over a period of time)
6. Personal Journal (students can take out extracts when needed)
7. Ongoing observation by course tutors
8. Case Studies (include client feedback via a questionnaire)
9. Essays
10. Research paper
11. Peer observation and work
12. Healing observation by course leader and outside assessor (both must be able to perceive subtle energies). Verbal and written feedback to be given to students
13. Written exams (optional)
14. Tutorials regarding assessment. To be recorded and usually only used for those that have difficulties or disabilities concerning written work
15. The CHF portfolio and standard practice criteria

NB CHF assessors must have experience in the field of crystal healing as well as assessing student healers for at least five years. They must be able to perceive on energetic levels what is going on during a healing session and how this affects a client. They must also be able to give feedback regarding what they observed in a constructive manner.