

**Crystal
Therapy
Council**



**How to Find
the Right
Crystal Course
For You**

How to Find the Right Crystal Course for You

© March 2014-2017 Crystal Therapy

Council ISBN 978-1-907167-08-9

All rights reserved

Crystal Therapy Council hereby asserts and gives notice of their rights under s.77 of the Copyright, Design and Patents Act 1988 to be identified as the author of the foregoing book.

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any other means, electrical, mechanical, photocopy, scanning, recording or otherwise without the prior written permission of the author and the publisher.

Published by:

Samarpan Alchemy Publishing

PO Box 813

Exeter

EX5 4WF

07914 285034

Email: bdparsons@btinternet.com

Web: www.vibrationaldoorways.com

Introduction

Crystal healing and therapy first started to take shape in the late 1960s, and so has been growing and developing now for over 45 years.

During that period, as people have been drawn to crystals, various schools and colleges have formed to teach how to work effectively and safely with their unique energies.

In turn, many of these crystal schools have come together to create umbrella organisations to establish and maintain professional standards and good practice across the field, especially in relation to training.

Currently, within the UK, CTC, the Crystal Therapy Council, is the organisation which represents crystal healing / therapy on GRCCT, the General Regulatory Council of Complementary Therapies, which is aligned to the UK government.

Occasionally, one of the things which CTC is often asked to do is mediate / intervene between crystal schools and those students who have become dissatisfied with their learning experience.

This is relatively straightforward if the crystal school is a member of CTC, impossible if they are not.

However, when you stand back and analyse a number of these student complaints, it soon becomes apparent that there are common themes and issues running through them, which if they had been addressed earlier would have led to a more satisfactory outcome for all concerned.

One such common theme amongst these complaints can be traced to a disparity in the student's expectations in relation to:

- The training the student expects to receive, their assumptions about what crystal healing / therapy is or is not
- The training the student actually receives from the school
- The training the student actually requires, in order to meet legal and statutory requirements, gain credible insurance, earn money (all of which the student often only realises 'after' the training has completed)

Now, this issue of expectations is partly the responsibility of the crystal school, in terms of their marketing / advertising, what they claim, what they say to potential students.

But there is also a responsibility on the part of the student to have done their homework before enrolling on any course and so know:

- What training will I actually receive?
- Will that training meet my inner expectations?
- Will that training meet my external requirements?

How can potential crystal healing / therapy students acquire this information?

By doing initial research.

By asking the right questions.

The American writer Gregg Braden, in his book *The Turning Point*, tells the story that when his mother had cancer, they went around and interviewed a number of potential surgeons, to find the one which his mother was the most comfortable with.

She would start the process, asking them all the questions from her list, and then he would end the session with the question 'What role do you think God and Spirit has in the healing process?'

On hearing that question, the majority of surgeons would smile politely and leave the room, without answering the question.

It wasn't until one surgeon laughed, grasped his hand firmly, looked him in the eye and replied 'Who do you think guides these hands when I am operating?' that they knew they had found the right surgeon for them.

(And yes, she did make a remarkable recovery.)

It is often through asking the right question that we gain an opportunity to discover whether something is right for us.

When making a major purchase – such as a house or car – people ask questions about its condition, and also question whether it is suitable for them, will it meet their needs?

CTC believes potential crystal therapy students should also be willing to ask similar questions about a crystal school and course... and that any crystal school should be happy to openly answer those questions.

But, until recently, the problem has been that potential crystal therapy students often don't know what questions they should be asking, and so run the risk of enrolling on courses which are not suitable for them, or do not give them the skills and experience they need to achieve their specific goals.

To use the car analogy again, someone may buy a big car, only to discover that, because they live in the centre of a major city, where traffic congestion and parking is an issue, a smaller car would have been easier to park and run around in.

Likewise, a crystal school may be offering a brilliant course, but for some reason it does not fit the expectations or needs of a specific student.

So dissatisfaction is not always about something being of 'poor quality' but about something not being 'fit for purpose', and only the student can decide whether a course 'fits' their needs. Obviously, it is far better to know that 'before' enrolling than discovering it halfway through the course. And that is why it is important to ask the right questions.

Remember, not all students are the same or have the same intentions. Some students want to enrol on a course so they can eventually earn money from practising crystal healing and therapy, whereas others have no such intention, and just want to learn more about crystal energy and enrol on a course as a good place to start their journey.

Some students are interested in helping their clients uncover and heal the major 'buried' traumas of their lives, whereas others are more interested in how crystals can give their clients a relaxing and gentle time (counsellors tend to be at one end of this spectrum, beauty therapists at the other), and there is nothing wrong with either approach.

But understanding whether a crystal healing / therapy course can meet 'your' requirements can only be achieved through asking the right questions, which also requires you, the potential student, being as clear as possible about what 'you' are looking for.

And this is exactly the reason why this EBook has been compiled, to provide potential students with:

1. A list of 21 questions they can use to evaluate different schools and courses, to help discover if a crystal course is the right one for them
2. A list of 21 questions which they can also use to help decide what exactly it is they are looking for in a crystal course

These 21 questions have been drawn up from the considerable experience gained by many CTC crystal schools and tutors over the past 25 years, as well as drawing upon the knowledge and experience of several well-known crystal authors and respected authorities on crystal healing.

At the end of this EBook there are sections with:

- A number of crystal tutors and qualified students writing about their own experiences
- A list of online resources and information which potential students may also find beneficial

A number of things must be considered when applying these questions:

One:

There are many good crystal schools which have chosen not to be members of CTC, and are members of other representative organisations. Membership of CTC should not be used as the criteria of whether a crystal school is right or not.

Two:

Many of the 21 questions are not just relevant to crystal therapy, but are indeed relevant when evaluating the credibility of any complementary or alternative therapies training (within the UK or worldwide).

Three:

It is highly unlikely that any single crystal school, currently operating in the UK, would be able to tick all the boxes for all the 21 questions. Therefore it is not a question on scoring different schools to establish a league table, with the winner being the one at the top.

As you shall see, in the UK the various crystal schools often have markedly different approaches, and so it would not be fair to adopt such an approach, as we would not be comparing like with like.

Instead, the 21 questions are designed to help you to get a **feel** for the philosophy and flavours available across the different schools, so that you can more easily evaluate whether its curriculum and ethos is aligned with your particular needs, requirements and values.

Four:

CTC do not believe there is anything wrong in compiling these 21 questions and putting them into the public domain, and believe that doing so can only benefit **all** professional crystal schools and practitioners in the long run.

Better informed students will help to drive the process of continual improvement in the crystal schools, which will help the schools produce more confident, professional graduates, who are then better equipped to deal with the real issues and concerns of their clients, who will in turn develop greater respect for the potential and effectiveness of crystal healing and therapy. And so hopefully the word will spread.

How can any of that be a bad thing?

Question 1: What is the philosophy and approach of that particular crystal school?

While reading the Introduction, you may have noticed that we often made a distinction between 'crystal healing' and 'crystal therapy'.

Now, for some people, the terms are indistinguishable, crystal healing is the same as crystal therapy.

But within the UK, for some schools, the two are quite different and distinct, and the two titles help to define their different approaches to working with crystals.

Basically:

- A crystal healer sends their own healing energy through the crystal, which helps to channel, focus and amplify the healer's energy
- A crystal therapist does not use their own healing energy, but after placing the crystal on the client's body, they stand back and allow the crystal's own unique energy to interact and heal the client

As we said, both approaches are very different.

They are both valid, and they both work... but it is noticeable that students usually prefer one approach to the other, and it usually comes down to personal preference, which only an individual can know or work out for themselves.

For example, a student who has previously trained in Reiki may:

- Prefer training in crystal healing, as it is an extension of their Reiki training, placing their hands on the client's body
- Prefer training in crystal therapy, as it is something completely different to their Reiki training, and so gives them a new skill and approach.

Only that Reiki individual will be able to say which approach they will prefer to train in.

But this isn't the only difference between UK crystal schools.

There are others:

- There are some schools which use dowsing or muscle testing to evaluate which crystal is appropriate for a client, whereas other schools have set lists of which crystals are appropriate for certain physical / emotional / mental / spiritual conditions. A potential student, who had suffered at school with dyslexia, might dislike the thought of having to learn long lists of information, and so may prefer working with muscle testing or dowsing, as it is less book based. However, a different student, who needs intellectual structure when learning a new topic, may prefer working with defined crystal lists.
- There are some schools which work with crystals alongside Archangels or Ascended Masters, whereas other schools choose to keep crystal energies separate from other vibrational / energy sources. One potential student may have a personal belief system that is comfortable with the idea of Archangels /

Ascended Masters, whereas another student would not, and would prefer a more neutral / scientific approach.

As you can see, within the field of crystal healing / therapy there is tremendous variety.

Although it is useful for a student to find a crystal school whose teaching gently challenges their current belief systems, trying to work within the philosophical framework of a school which the student has no resonance with, or profoundly disagrees with, is usually not a good idea.

This is why it is important for potential students to:

- Establish the philosophy and approach of the crystal school they intend to train
- Enrol with a crystal school whose general approach and philosophy they feel comfortable with

Important: Recently, the UK Advertising Standards Agency has frowned on the use of the word 'healing' for anything complementary or alternative, so this word is now being avoided by the wider UK crystal community. However, this EBook still refers to crystal healing, so that readers can understand the difference between 'healing' and 'therapy'.

Question 2: Does the qualification gained allow you to obtain credible insurance?

Insurance companies are in the business of making money.

They make their money through offering a service (i.e. offering you practitioner insurance), but they also maximise their profits through limiting the amount of claims they need to pay out on.

When it comes to complementary and alternative therapies, there are two main strategies they can adopt to achieve this.

Strategy 1:

An insurance company will only insure schools and courses which they believe will produce competent graduate students, who will conduct themselves in a professional manner.

They believe that if competent and professional students are practising crystal healing / therapy then there is much less of a risk that they will be sued for negligence, in which case, there is less chance the insurance company will be called upon to produce money to fight a court case, or settle / pay for damages. Fewer claims = bigger profits for them.

Strategy 2:

An insurance company will insure a practitioner, but will also enter clauses into the small print of any insurance contract to seriously limit their liability in case the practitioner was ever sued by a client.

Such limitation clauses might state:

- The practitioner must pay the first £150,000 of any legal costs relating to a negligence claim
- The insurance company will only pay £5,000 towards the legal costs relating to a negligence claim, after which the practitioner will need to pay for any remaining costs

In both cases, the crystal practitioner would be required to fork out serious money to fight their case in court (lawyers and barristers don't come cheap!)

Now, to be fair, the insurance company in the first strategy outlined is likely to also have limitation clauses in their contract.

But the important questions to ask are:

- Is the crystal practitioner getting the insurance cover that they think they are paying out for?
- If the practitioner is ever sued for negligence, will the insurance company be there for them, or will the insurance company use the limitation clauses to wash its hands of the whole affair, leaving the practitioner to struggle on alone?

The answer to those two questions can be found in the contract... But who bothers to ever read an insurance contract? Be honest... most people attracted to the world of crystal healing / therapy are not likely to be the same people who find a detailed legal contract as essential bedtime reading.

"I'm a crystal practitioner, I have insurance, that's all that matters... right?"

Well, that is one way of working. But that approach is only OK until you are sued for negligence... after which you may find you are liable for a hefty legal bill... which is not a pleasant experience, and could jeopardise your finances for years to come.

But the important point to make and remember is that if a crystal school is saying that a graduate student can get insurance with company X, then they should also be

in a position to advise you, the potential student, about the coverage of any insurance policy offered by X and which they, the crystal school, are promoting.

If they can't, then what they are really saying is 'We've arranged insurance cover with X, and we're using that as one of the advertising pluses for training with our crystal school... But we can't really tell you anything much about the contract itself... so we're not even sure if it is worth the paper it is written on. Sorry.'

Remember, any credible crystal school, claiming that their course will allow you to gain insurance, should be able to answer your questions about the details of any insurance policy being offered / promoted in association with that school.

Note: It is not the role of CTC to draw up and maintain a list of recommend insurance companies, however, many CTC members currently purchase their annual school and practitioner insurance for Holistic Insurance Services (website available in the online resources section).

Question 3: Does the school have an easily viewable range of educational policies?

If you go to the website for any UK college or university, you will find a page which contains the educational policies for that institution, policies which include:

- Code of Conduct
- Training Standards
- Equal Opportunities Policy
- Grievance Procedures
- Disciplinary Rules & Procedures
- Continuing Professional Development Standards
- Harassment and Bullying Prevention Policy

Any credible, professional crystal school should have the same documentation, which can be made available to potential students on request. If asked, CTC member schools will usually direct potential students to the documentation page on the CTC website.

These documents should be updated whenever there is a change in UK law and regulations, or EU regulations, which relate not just to complementary therapies, but also general business, marketing or advertising activities which would impact practitioners.

Having these documents publicly available, and updated whenever necessary, is a good indication that the crystal school has adequate policies and procedures to protect and uphold the interests of individual students.

These safeguards are even more important on courses which undertake personal development, in whatever form, as people need to feel safe and secure when using techniques which may bring emotions such as anger, fear or sadness.

Question 4: Does the course promote an understanding of current UK and EU law and regulations?

Here is a question for you:

It is currently a civil offence in the UK to make claims about the medical benefits of any substance or process which has not been proven to be effective for a condition through recognised clinical trials.

*But there are four medical conditions, where to make medical claims, is a **criminal offence**, and could land you in prison.*

Can you name the four?

When people first discover the power of crystals, they tend to get swept away by their experiences, and want to share their enthusiasm with others.

This is quite natural and understandable. But there is a risk that their enthusiasm pushes them beyond what the UK law currently allows complementary therapists to say about their products and services.

This is why it is very important for UK crystal schools to protect their students, through being clear about the UK law and regulations in these areas, as well as any relevant EU regulations.

It is therefore suggested that students enquire about whether the course touches upon the UK and EU legal and regulatory environment with regards to crystal healing / therapy.

Answer: The Big 4 are Cancer, Glaucoma, Diabetes, and Epilepsy.

Question 5: Does the school offer adequate support and mentoring after graduation?

During their training, crystal students work on their fellow classmates, and later for case studies they most likely work on their family and friends, who are friendly and are all too happy to help and volunteer.

During this period, students have access to the experience and advice of their tutors, to help them overcome any issues which occur. But usually, working in class, and working on case studies is a 'safe' environment.

But when graduates start to work on the general public, then they start to encounter the 'unexpected' – unexpected issues, unexpected situations, and unexpected questions – many of which were never encountered in class.

At such times, graduate students appreciate the advice and support of more experienced practitioners.

This is one of the reasons why organisations such as the NHS in the UK run mentoring programmes, so that personnel can talk through their cases / clients with their mentors, within a secure and confidential setting.

Therefore, one question to ask a crystal school is what kind of mentoring support is offered to students – whether official or unofficial – once they have graduated.

Question 6: Does the school offer flexible and modern approaches to learning?

One of the arguments of this EBook is that 'professional' training in crystal therapy / healing takes a certain amount of time, and cannot be achieved through attending a short course.

However, recently credible crystal schools have also recognised that in the modern world students often have very complex needs and lifestyles, and so teaching methods / courses need to reflect this. This particularly true when it comes to adult education, where learning may need to fit in with a full or part-time job, or family commitments, either childrearing or caring for an elderly parent. In these cases, students are often looking for a flexible learning experience.

Such potential 'flexible' courses can include:

- Correspondence courses
- Mixed online / live teaching sessions
- Modular courses
- Individual or Group tutorial sessions via Skype or similar
- Video or audio files as supporting materials

It is therefore advised that potential students find a crystal school which offers them a course structure which best meets their individual needs, while also delivering a quality learning experience.

Question 7: Does the school belong to credible regulatory organisations?

CTC is a member of GRCCT (General Regulatory Council for Complementary Therapies). The following text is taken from the GRCCT website, which explains:

Regulation and registration of complementary therapists in the UK is voluntary self-regulation. This means that there are no laws in place to protect the public from unqualified or incompetent therapists. For the past ten years and in accordance with recent government recommendations, the various professional associations in each therapy have been working together to agree standards and requirements for each type of complementary therapy.

When these criteria had been set the next stage was to put in place an overarching independent regulator to establish a national register and protect the public by validating the status of all registered therapists. This is a role of the General Regulatory Council for Complementary Therapies (GRCCT).

Another role of GRCCT is to provide a robust complaints procedure which in the event of a proven complaint has the option of removing the practitioner from the national register.

Practitioners on the National Register agree to abide by a Code of Professional Conduct & Ethics, are answerable to the GRCCT Complaints Disciplinary procedures, maintain their training and knowledge with continuing professional development and have in force professional indemnity and public liability insurance.

The Complementary Therapies regulated by GRCCT are practised by in excess of 50,000 practitioners in the UK.

Within the UK, the CTC (Crystal Therapy Council) is the professional association representing crystal therapy organisations on the GRCCT.

Now, GRCCT is not the only complementary therapy federal regulatory organisation within the UK, but it is the one which CTC has chosen to join.

It is therefore advised that potential students find a crystal school which is aligned to a crystal therapy professional association, which belongs to one of the UK's complementary therapy regulatory organisations. This is so that as a foundation for their training there is:

- A robust complaints procedure
- A set of professional standards and regulations
- A professional code of conduct and ethics

Question 8: Do the tutors have credible teaching qualifications?

Over the past 20 years, the Department of Education has endeavoured to improve the quality of teaching within the UK through ensuring that all teachers and tutors have a credible teaching qualification within the public sector.

Now, currently, the remit of the Department of Education does not fully extend to the private sector, or to any private training organisations and schools offering courses for the adult education market.

At this time, the foundation teaching qualification for adult education is PTLLS (Preparing to Teach in the Lifelong Learning Sector) or equivalent. Indeed, some insurance companies require any tutor working in the private sector, who they insure, to have such a qualification as minimum.

A tutor who has completed a PTLLS qualification will have learnt:

- About the need to adopt teaching methods to meet different learner needs, and especially about the learning needs of adults
- About the need to create and use varied learning methods and strategies
- About the need to effectively plan and structure their courses
- About the need to define and fairly evaluate the student's learning experience

It is therefore advised that potential students find a crystal school where the main, or all tutors, have a recognised teaching qualification.

Question 9: Does the school offer a range of CPD courses?

Another development over the past 20 years has been the recognition of the need for CPD options, or continuing professional development, for both educational tutors and therapists alike.

The Wikipedia definition of CPD is:

CPD obligations are common to most professions. Many professions define CPD as a structured approach to learning to help ensure competence to practice, taking in knowledge, skills and practical experience. CPD can involve any relevant learning activity, whether formal and structured or informal and self-directed.

So within the context of crystal therapy / healing, after graduation, students would be encouraged to take a number of follow-up courses to:

- Maintain their competence
- Extend their practical skills and knowledge
- Keep up to date with changes in legal and statutory regulations

At this time, CTC crystal schools offer a range of different CPD courses.

It is therefore suggested that potential students enquire whether a crystal school offers follow on CPD courses after their graduation.

However, students should also ensure that after graduation they are not tied down to that crystal school, but can take appropriate CPD courses with other organisations whenever they feel the need.

Question 10: Does the course include client and business management options?

As we stated in the introduction to this E-Book, some students are not interested in earning their living as a crystal practitioner, or are already a successful therapist and just want to add crystal therapy / healing to their existing portfolio of skills.

Those students are therefore not interested in learning about client and business management on their crystal course.

However, for those who are new to the field of complementary therapies, and **do** want to earn money from practicing crystal therapy, learning about client and business management from experienced therapists is hugely beneficial.

Now, some schools prefer that students fill this gap through taking a formal business qualification from their local college. However, their tutors should still be able to draw upon their own experience of running a therapy business when delivering their crystal course.

It is therefore suggested that students enquire about how much client and business management is included on any crystal course.

Question 11: Does the course include an understanding of the need for energy hygiene and protection?

One of the major breakthroughs in the development of modern medicine was the discovery of bacteria, and the realisation of the need for good hygiene practices.

Good hygiene in medical centres and hospitals prevents a bacteria or virus from spreading, and so protects patients and staff from cross-infection.

Good hygiene is usually achieved through sterilising equipment, and creating clean boundaries between different people and environments.

A similar situation occurs in the field of energy medicine, and particularly with crystal healing / therapy.

The majority of credible crystal schools agree that, during a session, the practitioner must ensure that:

- Crystals have been suitably cleansed before being used on a client, and are also cleansed after use
- They take suitable steps to ensure they are not negatively influenced by the client's energy, nor is the client's energy negatively influenced by their own (because the door can open both ways)

Often, many of the conflicts which occur between crystal practitioners (indeed complementary therapists as a whole) and their clients can be traced back to poor energy hygiene, and ineffective personal and energy boundaries, and so these are important concepts and skills to learn.

It is therefore suggested that students enquire about whether the course covers energy hygiene and protection (although different schools may refer to it using different names and terminologies).

Question 12: Does the course include counselling and listening skills?

It is often said that one of the major advantages which complementary therapists have over a Doctor working in the NHS is that therapists have more time to 'listen' to their clients.

Sometimes a client really wants and needs to be listened to as much as anything else that occurs during the rest of the session.

However, 'listening' is also an important practitioner skill, as is also saying the 'right thing' to the client.

Which is why complementary therapists are also encouraged to gain basic listening and counselling skills.

This question is similar to the client and business management question, in that some schools prefer that students fill this gap through taking a formal counselling course with their local college or other training provider.

However, their tutors should still be able to draw upon their own experience of listening to and communicating effectively with their clients, as well as how to deal with difficult client situations (i.e. Karpman Drama situations).

It is therefore suggested that students enquire about how much counselling and listening skills are included on any crystal course.

Question 13: Does the course require an Anatomy & Physiology qualification?

Many potential crystal students ask 'Why do we need to study Anatomy & Physiology. We are working on the energy level, not on the physical body, so we don't need to learn about how the physical body works.'

There is some truth to this approach. However it is a limited one for a number of reasons.

- Many clients come to see a complementary therapist because of a physical condition, and although a complementary therapist must **never** diagnose (only a qualified Doctor is allowed to do that), they need to have a basic understanding of what is happening inside the client's body, so that they can communicate effectively with the client
- Even though crystals work on the body's subtle energies, everything is interwoven, and so crystal practitioners must have an understanding of how the energy may be influencing the physical body
- A good Anatomy & Physiology qualification will also highlight 'red flag' conditions, where a complementary therapist recognises that a client needs to seek professional medical advice urgently to ensure that a potentially dangerous condition is identified as soon as possible (i.e. you don't treat a client with a cracked skull with an Aromatherapy session, you get that person to A&E asap)

Because some potential students may already have an Anatomy and Physiology qualification, having studied massage or reflexology, many crystal schools do not teach it on their course, but accept certificates or evidence that study has been completed elsewhere.

But for those students who do not already have an A&P qualification, they will require students to obtain the qualification from a college, or other credible training provider, before the student can formally graduate.

It is therefore suggested that students enquire about whether an Anatomy & Therapy qualification is required for the course, and if so, how can it be obtained.

Question 14: How much practical experience and case studies does the course require you to obtain?

A question was once asked of a CTC school tutor by a real student, who had just graduated from a crystal correspondence course, offered by an online crystal school:

'I've graduated with Distinction... but now, how do I go about gaining practical experience of working with my crystals?'

After talking with the 'graduate' student, the CTC school tutor soon realised that they had been able to graduate from the correspondence school without ever having completed a single case study, or gaining any actual practical experience.

Unfortunately, from the perspective of CTC, it would be very unwise for that particular student to start working on the general public, because the first time they would be gaining practical experience would be when working on the general public, which is not a safe or ethical thing to do.

So when learning crystal healing / therapy, the question of how you gain practical experience, while working in a safe and controlled environment, is crucial.

If you wish to become a professional and ethical crystal practitioner then you must ensure that you gain sufficient practical experience, while under the supervision of recognised and experienced tutors.

This is most often achieved through working on fellow students in a classroom setting, and through completing a number of case studies over a defined period of time, and then writing them up. The tutor is then able to review these classroom sessions / case studies, and provide the student with constructive feedback when necessary.

Now, there are credible correspondence courses for crystal therapy available, but they also require students to meet up for a live session (usually 1 weekend) where:

- The tutor can observe the students to ensure they are applying the techniques correctly
- The student can ask questions directly of the tutor
- The student can interact with other students, and share and learn from their experiences

It is therefore strongly recommended that students ensure that their learning experience contains sufficient practical experience, so that they can work on their clients in a confident and safe manner.

Note: As a rough rule of thumb, we believe a minimum of 40% of any live crystal course should be given over to practical sessions, and any correspondence course should include 14 hours live, face-to-face teaching.

Question 15: What is the school's policy towards purchasing crystals?

Crystal therapists are one of those therapies which require 'tools'.

Crystals are the tools of our trade, and most crystal practitioners may take a year or more to build up a comprehensive tool kit (although if you love, and are addicted to, buying crystals then you never really stop).

But when a student is starting out, it is highly unlikely that they will have all the crystals which a school will require them to have in order to practice their techniques.

In most cases, the cost of purchasing a crystal kit is in addition to the cost of the actual crystal training, and so this is something the potential student most consider and budget for.

Therefore how the student acquires these crystals during their training period, and also pays for them, is an important question.

Different crystal schools offer a number of options, including:

- Some schools will require the student to buy a complete crystal kit from them at the start of the course, although they may offer various payment plans to their students
- Some schools make crystal kits available to students during training, but do not require their students to buy from them
- Some schools do not sell or provide crystals, but will direct their students to preferred crystal sellers

It is also important to ensure that if the crystal school is selling crystals to their students they are doing so at a commercially competitive rate, which can be easily checked via the internet.

It is also important to consider whether the school will teach students to use crystals which are easily available and inexpensive (Amethyst, Carnelian, Rose Quartz), or crystals which are rare, hard to obtain, trademarked, and so more expensive (Libyan Gold Tektite, Super Seven™). If a crystal school shows you a technique, but it is impossible for you to obtain the same crystals used in that technique, then it is wasted training.

It is therefore suggested that students enquire about the type of crystal kit required for the course, and how easy / expensive it will be to obtain, and whether the school can provide them, and if so, at what cost.

Question 16: Does the school require on-going re-certification after graduation?

There are some complementary therapy schools which require their students to re-certify their skills on a regular basis.

This is not the same as CPD (Continual Professional Development) as the student is not learning any new knowledge or skills, but confirming to the school / organisation that their existing skills have not deteriorated.

Now, this is often a contentious issue.

The therapy / school would argue that re-certification is done to ensure that their graduates remain professional and competent, and do not bring the therapy / school into disrepute through falling standards.

But in the majority of cases, the graduates are required to pay for their re-certification, so that the school is guaranteed a regular income from those graduates who wish to maintain their professional status.

In addition, some complementary therapy organisations charge graduates administrative fees, for running the organisation, or for being listed on their official website.

If an organisation is charging for being listed on their website, a graduate student would be wise to check how many hits the website receives in a month, to ascertain how many referrals they might potentially receive. However, a graduate student may appreciate the confirmation (or buzz) of being listed on an official website, and so pay for it, even if it brings them few or no referrals.

It is therefore recommended that students confirm whether, after their graduation, re-certification is required on a regular basis, or whether any other fees / charges may be incurred from their practicing their skills.

Note: Currently, within CTC, no crystal school requires their students to regularly or annually re-certify their skills, although a small administrative fee may be charged to the crystal schools, not the graduate students.

Question 17: What are the payment options available from that school?

Paying for the actual crystal course can often prove to be a major investment for most students.

This is why, for some students, it is important to also consider the range of payment options available when choosing a crystal course.

Options can include:

- A discount for advance payment in full, sometimes referred to as an Early Bird rate
- Pay-as-you-go arrangements, where students pay for each session as / when it occurs
- Discounted rates for seniors, disabled, or people receiving benefits

However, options will differ from school to school.

It is therefore recommended that students confirm what payment options are available from the available crystal schools.

Question 18: Does the course allow you to question?

There are many kinds of adult learners. For example:

- There are those who want to be told what to do, and don't care about understanding how or why something works
- There are those who need to ask questions, because knowing how or why something works is basic to the way they learn

This basic division is reflected in OfQual (Office of Qualifications and Examinations Regulations) education qualification levels within the UK, where:

- A Level 2 student is expected to be able to take the information / skills they are given, and repeat them correctly, but are not required to reflect upon those information / skills, or share their own opinions about them
- A Level 3 student is expected to be able to take the information / skills they are given, and not only repeat them correctly, but also be able to reflect upon them, giving their own thoughts and opinions, as well as showing that they have done independent research

Currently, within the UK, there are crystal schools which teach courses aligned to Level 2, whereas other schools teach courses aligned to Level 3 (and some schools offer both).

What is important therefore is that potential students choose a course which matches their preferred learning level / approach:

- If you are student who likes asking questions, then a Level 3 course will match your approach

- If you are student who prefers learning the ‘how’ but doesn’t want or need to understand ‘why’, then a Level 2 course will better match your approach

It is therefore recommended that students confirm the education level the course will be taught to, Level 2 or 3, to ensure that it fits in with their own preferred learning style.

Question 19: Does the course allow you to develop your own confidence and be creative?

When a man buys a new suit he has two buying options available:

- Off the peg – standard sizes, cheap, quick, but doesn’t always fit exactly
- Made to measure – more expensive and takes longer, but a perfect fit for that body shape

In a strange way, over the long term, the same two options occur when a therapist is working with their client base.

If you ever spend time with therapists who have been practising for 20 or 30 years, and get them to talk about their most challenging clients, you will often find them saying something like:

“Well the techniques I learnt in the beginning have stood me in good stead with most of the people I have helped... But occasionally, a client has come in who has really put me on the spot, where I had to think on my feet and adapt or change the techniques I knew... or even come up with completely new ones... And when I come to look back, those were my most challenging clients... but also my most creative and satisfying ones.”

Often, being a successful practitioner isn’t just about learning a fixed set of skills, but also about being confident enough to adjust those skills when necessary.

It’s all about knowing when an ‘off the peg’ technique isn’t right for a particular client, and about when the client needs a technique which is ‘made to measure’.

It’s about being creative.

But to be creative, we also need to feel confident in ourselves.

Sadly, it is quite common to find people who have trained in a particular therapy, but haven’t gone on to practice it because they don’t feel confident in themselves.

Therefore an interesting question to ask any crystal school is how does your curriculum develop my skill set while also developing my confidence and creativity?

In the long term, the therapists who are the most successful are usually the ones who have learnt to be confident in themselves, and have also developed their own creativity.

Question 20: How long will it take to obtain professional status?

The Big question:

- Would you trust your life to a Doctor who has only completed 1 days training?
- Would you trust your life to a Surgeon who has never studied Anatomy & Physiology?
- Would you work with a Counsellor who has learnt all their skills from a book?

The answer to this is probably 'No'.

Next question:

- Would you want to go to see a crystal therapist who has only completed 1 days training, and learnt all their skills from reading a book?

Once again, the answer is probably 'No'.

CTC currently believes that to be a competent, professional, credible crystal therapist / healer requires as minimum:

- 4 to 10 training days (either as single days, weekends or blocks), which includes practical experience of working on different people, and the completion of 15 case studies

Now, as we have seen, this figure can be achieved in a number of ways.

But CTC fervently believe that to try and rush their training, attending courses which claim to offer professional training but for less time / cost, potential students are opening themselves up to issues when they come to work on the general public, issues which they will not have been trained to handle.

This is not to say that there is anything wrong in 1 day crystal therapy 'taster' workshops, but people should be under no illusion that it equips them to work professionally on people in a therapy capacity.

If someone wants to be taken seriously as a crystal therapist, then they must invest in professional training.

Note: The Dragon's Den millionaire Duncan Bannatyne, in his book *Wake Up Your Life is Waiting*, believes that one way that people can quickly change their financial situation, for a modest investment, is through learning a complementary therapy.

Therefore, if someone is in the position that they need to learn crystal therapy as quickly as possible, but to the highest quality possible, then CTC suggests students look at the **Crystal Foundation Course** offered by its' schools. CTC believes that this course offers the best balance of 'shortest time / best quality' currently available. Although we would also recommend that, once graduated, such students also continue to take further CPD courses to extend and deepen their skills and knowledge.

Question 21: Cost versus Location?

This is more of a question for potential students than it is for crystal school tutors:

Suppose you have done your research, and using these questions, you have found the perfect crystal therapy course for you.

Unfortunately, the course is based in Devon, and you live in Newcastle, and to travel down for their 5 weekend course will incur more cost than you can afford.

What should you do?

Well, you can always speak to that particular crystal school and investigate what training options are available. Perhaps they offer:

- 5-Day intensive course, where all you need to is travel down for a single week
- A correspondence course, plus 1 practical weekend, where all you will need to do is travel for that weekend

However, if any of these are not feasible (perhaps you need to care for an elderly parent, and so cannot leave them for a week or weekend), please do not be discouraged, as it is probably not an 'either or' situation.

Perhaps there are crystal schools based in and around your area, which although not the perfect fit, are aligned to most of what you are looking for.

What if I live outside the UK?

CTC is often approached by potential students living in different parts of the world, outside the UK / EU, asking it to recommend crystal schools and organisations in their part of the world.

This is often a tricky situation, as CTC (based in the UK and EU) does not have a comprehensive knowledge of:

- The insurance requirements of different countries
- The legal / regulatory requirements of different countries (or states – for in the USA, the law / regulations can differ markedly from state to state, even though they all belong to the same country)

Therefore CTC does not feel qualified to make such recommendations.

CTC does suggest, for such foreign students, the 21 questions are valid for whatever country / state you may live in, and can be used to help you identify credible, professional training, although we also strongly recommend that you also acquire a comprehensive understanding of the laws / regulations operating in your part of the world.

However, CTC schools often train students from abroad, who travel to the UK to attend courses, and a few schools offer correspondence courses.

CTC tutors also travel abroad to run training courses in different countries. So if you strongly believe that there are sufficient numbers of students in your country who would like professional crystal training, it is also suggested you contact a CTC school to see if they would be interested in setting up such a training course.

More Information:

If you would like more information, then please email CTC via:

info@crystalcouncil.org

Or visit our CTC Facebook page.

Personal Views & Experiences:

The following section contains the views and experiences of graduate students / practitioners, crystal tutors, and authors of popular crystal books, on the subject of professional crystal practitioner training.

Judy Hall, Crystal Author

Judy Hall is the author of the internationally successful series *Crystal Bible volumes 1-3*, as well many of other books on crystal healing, astrology, personal protection and past-lives.

Judy writes:

“Above and beyond a well-structured course that introduces you to all aspects of crystal therapy and gives you hands-on rather than theoretical experience, look for a course that teaches how to manage and protect your own energy field and disconnect afterwards so that you use crystal energy rather than your own. In addition, I'd urge an understanding of the spiritual, psychological and psychosomatic components of dis-ease. Once the basics are established, I'd seek a course that helps you to attune to crystals and explore their potential for yourself rather than limiting it to what's already established.”

Claire Richards, Crystal Practitioner

Claire Richards is a graduate student of the Cornwall School of Crystal Healing.

Claire writes:

“On a good crystal therapy course you will learn about crystals through your own experience, as well as getting to hear what others have to say about them. You will spend time practicing healing techniques on each other; developing your intuition and giving you experience of therapy as both therapist and client. You will learn about the human system, looking at health and disease. This should include both the medical model, with anatomy and physiology, and also the energy systems – the chakras and the meridians. Your course should also offer you support between your study days, with both your studying and your personal development.”

Jill Rhys Jones, Crystal Practitioner

Jill Rhys Jones is a graduate student of the Institute of Crystal & Gem Therapy.

Jill writes:

“Ten years ago I took early retirement from the NHS, sure that my future would be as a counsellor. I did a year’s Counselling Skills course which had a spiritual component to it; but at the end I realised that this work wasn’t for me. I picked up a leaflet about a crystal therapy course and my counselling tutor recommended the woman running the course at the local college.

A year later I was qualified to practise crystal and also colour therapy. The courses I had just completed had involved two 3 hour sessions each week for a year (one session for each of crystal and colour therapy) and apart from learning about the actual crystals etc, we covered health & safety, the legal aspects of advertising, anatomy and physiology, basic counselling and inter-personal skills, and quite a lot of vibrational and esoteric anatomy, based on the Indian chakra system. We were required to treat six people (case studies) for three sessions each and to document our treatment and the reasons for our choices of crystals.

I started to treat clients, and gave talks to local groups, but soon realised that before even starting to outline how I use crystals it was necessary to explain the basics of a holistic approach – something that by then I was taking entirely for granted.

Two years after gaining my basic college certificate I decided to try and find an advanced course, and started to study with the Institute of Crystal and Gem Therapists. While chatting to the course tutor on the phone it became clear that there were parts of the ICGT basic course which I had not covered, and so I did part of their Certificate course before starting the Diploma course. The ICGT Certificate course included the Chinese meridian system which broadened out my knowledge.

There was a big difference in the approach to crystal healing between the original college course and ICGT courses that I did, and I took quite a time to synthesize them, retaining some (but definitely not all) of my basic college course and fitting it into my new knowledge.

There are many crystal courses on offer – a quick Google search will turn up a good sample. However, I feel really strongly that no-one could expect to be a competent therapist after only a couple of days’ instruction, and I’m very pleased that I took the route that I did. I also understand that it is possible to find a course which completely ignores the spiritual and esoteric aspects of crystals, but it seems to me that such a course would only scratch the surface of what is a very big subject.

Crystals, contrary to the popular view, are not just stones – and it is possible to make someone worse if they are used without knowledge. Also you need to decide which stones are right for each person. Not only did I gain a lot of expertise, I also made some good friends and being part of ICGT means that I have someone to turn to if I need a second opinion.

If you are thinking of learning how to be a crystal healer, I wish you well – it will open your mind to wider horizons and your heart to those who need your help.”

Brian Parsons, Tutor & Author

Brian Parsons graduated with ICGT in 1997, and has been one of their crystal therapy tutors since 2008. He is also the author of a number of e-books on aspects of Crystal Therapy.

Brian writes:

“I can understand why some people want to become qualified as quickly as possible, because they are enthusiastic, but there are dangers in rushing the process, and you can also miss out on some wonderful learning experiences which occur along the way when working with crystals during a longer course.

One thing students definitely need to learn is that you can never predict how someone will react when you place a crystal on them. Will they laugh, cry, giggle uncontrollably, soar as high as a kite and leave the session ungrounded, get a bad headache, blame you for making them feel ‘bad’ feelings, feel absolutely nothing, or have a vision of a past life? All these things can potentially happen, and so you, as the professional need to know how to safely handle these situations if they do occur. And so your training needs to include that, but it is not possible to cover all that in 1 day.

Another thing is that you often need to help clients ‘reflect’ on their own experience. For example, if someone has a ‘frozen’ shoulder, and after two crystal sessions they report that nothing seems to have shifted, you need to help them reflect upon what else may be happening in their life... ‘Well, now that you come to mention it, all that responsibility at work which was weighing on my shoulders, I have let that go... And I have decided not to shoulder the responsibility for my sister anymore... Why do you ask? Do you think it’s all connected?’

Yes, it is all connected, but at first clients don’t see the connections for themselves and so jump to the conclusion that the crystal sessions aren’t working, because the benefits work their way down through the mental and emotional levels to the physical... but clients often define ‘success’ from seeing a physical benefit, and disregard anything else.

How do you learn to help other people reflect? Well, by having learnt to reflect upon your own personal growth experiences. But that only happens if you’ve enrolled on a longer and larger course, one which lasts long enough for you to have had enough experiences for you to reflect upon.”

Simon Lilly, Tutor & Author

Simon Lilly is senior tutor with ICGT, and is the author of numerous crystal therapy books, including *Illustrated Elements of Crystal Healing*, as well as books on runes, plant and tree medicine, and poetry.

Simon writes:

“The strength of any alternative or complementary healing system is in its ability to look at the individual and what they require for their own health and well-being. Though we are generally alike, with similar biology’s and common goals, our own lives are shaped by particular, unique experiences and viewpoints. What is individual in us is not our similarities with others, but the differences.

A good therapist and healer recognises that these differences make all the difference to creating a state of balance and fulfilment. General theories about which crystals do what, what process or technique does what, and so on, may be a good start to learning a therapy. But skill and effectiveness comes only when that knowledge is adapted and selected to fit the unique individual in front of us.

A good crystal training course should offer both the general and the particular. The more flexible and precise the methods it teaches, the more likely that it will be in effectively addressing the needs of all those involved. This includes your needs as a therapist and healer, helping you to find out what methodologies you best work with, and giving you the skills to unlock each client’s own unique healing potential.”

Other Online Resources:

CTC – Crystal Therapy Council

www.crystalcouncil.org

Here you will find under ‘Register’ a complete listing of all individual schools linked to CTC. Some school listed here also belong to other organisations such as FHT, ACHO, CHNC and CMA.

GRCCT – General Regulatory Council for Complementary Therapies

www.grcct.org

Holistic Insurance Services

www.holisticinsurance.co.uk

OfQual – Office of Qualifications and Examinations Regulation

www.ofqual.gov.uk

Please Review:

We hope that the information contained in this EBook was helpful and enlightening for you, and has helped you make an informed decision about your crystal training options.

If so, please leave a review on Amazon about this book to help other potential readers – it will only take a few minutes.

Thank you!