



The Impact of Integrating Reiki Research into Reiki Educational Programs: A Case for Academic Standard Setting in Reiki Education

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The objectives of this presentation are to describe:

- 1) The merits of academic Reiki education and
- 2) their impact on implementation of Reiki programs within health care.

Reiki is offered in a variety of settings by nurses and other health care professionals. Health professionals practicing Reiki are held to evidence-based standards not typically included in most Reiki training programs. This contributes to a research knowledge gap which impacts the value and legitimacy of Reiki utilization within healthcare.

The Center for Spirituality and Healing (CSPH) at the University of Minnesota has offered a Reiki Level I course since 2003, available to undergraduate and graduate students as a one credit course, expanding to Level II in 2005 and a three-semester Mastery program in 2015. CSPH offers courses that focus on health and wellbeing and requires inclusion of research and evidence. More than 1800 students have completed Level I, Level II, and Mastery Reiki classes: 45% graduate students, 42% undergraduate students, and 34% nursing students, representing a wide range of interprofessional disciplines.

A prerequisite for Mastery students is completion of a professional healthcare degree.

Students in all Reiki courses are required to evaluate current research articles for quality and clinical application, and Mastery students are required to develop a Reiki program and design a Reiki research project for a selected population. To date, these students have developed hospital-based Reiki practice and teaching programs in a variety of healthcare settings, including hospice, palliative care, oncology units, pediatric BMT, neurology outpatient, and children's hospitals.