

Unit 23: Complementary Therapies for Health and Social Care

Unit code:	L/601/2410
QCF Level 3:	BTEC Nationals
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to enable learners to investigate the use of complementary therapies in health and social care settings. Learners will be able to explore the role of complementary therapies in maintaining health and wellbeing and compare these to orthodox treatments.

● Unit introduction

To be able to take a more holistic view of medicine and healthcare, health and social care professionals need to understand the potential range of complementary therapies and how they may be used in supporting conventional and orthodox medicine.

Complementary therapies are becoming more popular in Britain today, some treatments being widely available under the National Health Service. The aim of this unit is to develop learner understanding of a range of complementary therapies, particularly their role in relation to conventional medicine.

Learners will consider the benefits of complementary therapies for health and wellbeing, as well as identifying any contraindications and health and safety issues in relation to their use. The effectiveness of the regulation of different therapies and their practitioners will be examined.

This unit will be useful for learners who either plan to progress into employment within the health and social care workforce on completion of their programme, or those who aim to progress to further or higher study. It will broaden learners' experiences as they progress through the programme.

The unit considers the holistic nature of health and social care and therefore links to many other units in the programme.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand complementary therapies that can be used by users of health and social care services
- 2 Understand the role of complementary therapies in relation to orthodox treatments
- 3 Understand the role of complementary therapies in maintaining health and wellbeing.

Unit content

1 Understand complementary therapies that can be used by users of health and social care services

Provision: private provision; services utilised by health and social care services

Influencing access: factors, eg physical/geographic, socio-economic, cultural, education, referral systems

Outline of principles and practices: common uses of therapies; contraindications

Complementary therapies: types, eg acupuncture, Alexander Technique, aromatherapy, art therapy, Ayurveda, Bach flower remedies, bio-chemic tissue salts, biorhythms, Bowen technique, chiropractic, colour therapy, cranio-sacral therapy, Feng Shui architecture, herbal medicine, homeopathy, hydrotherapy, hypnotherapy, kinesiology, nutritional therapy, massage, naturopathy, osteopathy, reflexology, Reiki healing, relaxation

Treatment: signs and symptoms, principles of administration, frequency/dosage of administration

Advantages/disadvantages: benefits claimed, eg enhancing health, amelioration of symptoms; contraindications, intrinsic harm

Regulation: as relevant, eg legislation, codes of ethics, codes of practice, self-regulation, enforcement; effectiveness, eg minimising risk, benefits, developing public understanding

2 Understand the role of complementary therapies in relation to orthodox treatments

Role: diagnostic, therapeutic; for different disorders; linking to orthodox treatments, stand-alone treatment

Musculo-skeletal: disorders, eg bones, joints, muscles, mobility, pain

Metabolic: disorders, eg digestive and eliminatory processes, endocrine functioning, immune function, reproductive function

Cardio-respiratory: disorders, eg pulmonary functioning, cardiovascular functioning

Psychological: mental health, eg stress, depression; those with learning difficulties, eg autism, ADHD

3 Understand the role of complementary therapies in maintaining health and wellbeing

Advantages/disadvantages: problems or conditions where there is evidence that therapies improve/do not improve conditions

Evidence: clinical studies undertaken, complementary therapy working in conjunction with orthodox medicine

Information: sources, eg therapy practitioners, health professionals, commercial sources, science, systematic research

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain the factors that affect access to complementary therapies [IE3; IE4; CT2; CT4]	M1 discuss complementary therapies that are available for users of health and social care services	D1 evaluate the role of two complementary therapies in contemporary society
P2 explain how the use of complementary therapies is regulated		
P3 explain the principles and practices for complementary therapies [CT4]	M2 compare the role of two complementary therapies with those of more orthodox treatments	
P4 explain the role of complementary therapies in relation to orthodox treatments [IE3; CT2; CT4]		
P5 explain the advantages and disadvantages of complementary therapies in maintaining health and wellbeing. [IE3; CT2; CT4]	M3 discuss the role of two complementary therapies in maintaining health and wellbeing.	

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit should be delivered using a mixture of tutor input and learner-led activity such as research, role plays and case studies and, where appropriate, guest speakers from a variety of complementary therapy services/centres. Initially, learners should explore the variety and range of complementary therapies available and those that are used in different health and social care settings. Learners could work in small groups to identify contexts, considering the range available, the principles underlying the practices of these therapies and the role complementary therapy plays in health and social care.

Once learners are familiar with the range of complementary therapies available they should be introduced to the comparison of these with more orthodox treatments.

Learners should be introduced to the range of complementary therapies and their role in maintaining health and wellbeing and the advantages and disadvantages of complementary therapies. Learners should also try to evaluate the effectiveness of complementary therapies towards the end of the unit, once they can reflect back over the unit and the knowledge and skills they have developed.

Learners should be given opportunities, and time, to develop and practise their research skills when investigating the different kinds of complementary therapies available. Arrangements for interactions within the complementary therapy workplace should be discussed and agreed with the tutor and work supervisor/mentor.

In addition to learners accessing a complementary therapy setting for workplace experience, it would be very useful to bring the world of the complementary therapy workplace into the classroom, giving learners applied learning opportunities and also the opportunity to question practitioners. Time should be put aside for learners to prepare questions for the visiting practitioners before their visit to get the most out of these opportunities.

Learners should be encouraged to be reflective and to develop an awareness of their feelings, thoughts and experiences with regards to complementary therapies.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Unit introduction.
Guest speaker: for example an aromatherapist, art therapist, chiroprapist.
Learning outcome 1 Buzz group/research: different complementary therapies. Tutor input/case studies: complementary therapy case studies and images from health and social care settings. Discussion: the different complementary therapies available; how they are administered and accessed. Tutor input: how complementary therapies are regulated and why.
Assignment 1: The range of complementary therapies (P1, P2, M1, D1) Produce an information booklet covering: <ul style="list-style-type: none">• the range of complementary therapies that can be used in health and social care, how they are made available and administered• how complementary therapies are regulated• factors that affect access to complementary therapies.
Learning outcome 2 Learner research: principles and practices for complementary therapies. Q&A session/guest speakers: from a variety of different complementary therapy backgrounds and organisations. Workplace experience research on complementary therapies (if possible). Q&A/guest speaker: someone who uses more orthodox treatments, eg a doctor. Case studies: patients who have used a mixture of complementary therapies and orthodox treatments or just one or the other.
Assignment 2: Complementary versus orthodox (P3, P4, M2 and D1) Produce a report covering: <ul style="list-style-type: none">• the principles and practices for complementary therapies• the role of complementary therapies in relation to orthodox treatments• a comparison of the role of complementary therapies with those of more orthodox treatments• an evaluation of the role of complementary therapies.
Learning outcome 3 Learner research: how complementary therapies maintain health and wellbeing, eg case studies around specific conditions/diseases. Q&A/guest speakers: from a variety of different complementary therapy backgrounds and organisations. Discussion: different complementary therapies and how they maintain health and wellbeing. Class debate: the disadvantages and advantages of complementary therapies in maintaining health and wellbeing.

Topic and suggested assignments/activities and/assessment

Assignment 3: Complementary therapies and health and wellbeing (P5, M3 and D2)

Produce a case study covering an:

- explanation of the advantages and disadvantages of complementary therapies in maintaining health and wellbeing
- examination of the role of complementary therapies in maintaining health and wellbeing
- evaluation of the effectiveness of complementary therapies in maintaining health and wellbeing.

Unit review and assessment.

Assessment

This unit should be delivered and assessed with as much employer engagement/workplace learning opportunities as is appropriate and relevant.

The learning outcomes can be met through three different assignments where learners are asked to present their evidence using a variety of methods.

Learning outcome 1 is achieved by producing an explanation of the available complementary therapies that are accessible to users of health and social care services. This should take into consideration how these therapies can be accessed, how they are administered and how their use is regulated. To achieve P1, learners must explain the factors that affect access to complementary therapies. P2 requires an explanation of how complementary therapies are regulated. M1 requires learners to discuss the range of complementary therapies that are available for users of services. For D1, a more detailed evaluation of the role of two complementary therapies is required.

Learning outcome 2 is achieved by meeting assessment criteria P3, P4, M2 and part of D1 by investigating the principles, practices and role of complementary therapies, a comparison of the role of two of these therapies with more orthodox treatments and then an evaluation. For P3, learners must consider common reasons for using complementary therapies and how they are administered.

The final assignment could be achieved through learners writing their own case study. This would give learners a great deal of autonomy. The case study could be on any one person or group of people and consider how complementary therapies help them to maintain their health and wellbeing. The choice of subject should be discussed with the tutor before research begins. Learners will explain the advantages and disadvantages of complementary therapies, compare the role of two complementary therapies in maintaining health and wellbeing and, finally, evaluate the effectiveness of these two complementary therapies in maintaining health and wellbeing.

It is probably best to assess P1, P2 and M1 first as a solid foundation for the following learning outcomes and assignments.

The use of guest speakers from a complementary therapy background, for example an aromatherapist, is encouraged, as are visits to health and social care settings that use complementary therapies to observe a variety of these taking place and to talk to appropriate staff. Learners will get the most out of these opportunities by being given time before them to plan and design questions, based around the learning outcomes, to ask whilst on a visit or with the guest speaker.

Learners may like to carry out their plans and investigations/research in small friendship groups, this is acceptable but final evidence for assessment must be individually produced pieces of work.

Tutors are encouraged to embed personal, learning and thinking skills (PLTS) for as many opportunities as is appropriate within classroom-based activities, applied learning/contextualised activities and assessment.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, D1	The range of complementary therapies	A new complementary therapy centre is opening and you have been appointed as the marketing manager at the centre.	Information booklet.
P3, P4, M2, D1	Complementary versus orthodox		Report.
P5, M3, D2	Complementary therapies and health and wellbeing		Case study.

Links to National Occupational Standards (NOS), other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite (see *Appendix A*) and has links with units from other qualifications in that suite. See *Appendix E* for NOS links and *Appendix G* for a mapping of the NHS Knowledge and Skills Framework against particular units in this qualification.

Essential resources

Learners will require access to library facilities, including relevant texts, professional magazines and journals, CD ROMs, current newspapers and ICT facilities. Guest speakers who work in the statutory, private and voluntary sectors will enhance learning, particularly with regard to issues relevant to older people.

Employer engagement and vocational contexts

Work experience within complementary therapies facilities in a health and social care environment. Guest speakers from the complementary therapy sector,

Indicative reading for learners

Textbooks

Asbridge L, Lavers S, Moonie N and Scott J – *BTEC First Health and Social Care* (Heinemann, 2006)
ISBN 9780435463328

Clarke L – *Health and Social Care GCSE* (Nelson Thornes, 2002) ISBN 9780748770724

Eden S – *Society, Health and Development Level 1 Foundation Diploma* (Pearson, 2008) ISBN 9780435500900

Haworth E, Allen B, Forshaw C, Nicol D, Volbracht A and Leach J – *Society, Health and Development Level 2 Higher Diploma* (Pearson, 2008) ISBN 9780435401030

Goldberg L – *Massage and Aromatherapy, a practical approach* (Nelson Thornes, 2001)
ISBN 9780748758753

Gould F – *Indian Head Massage* (Nelson Thornes, 2002) ISBN 9780748765591

Gould F – *Anatomy and Physiology for Holistic Therapists* (Nelson Thornes, 2001) ISBN 9780748758425

Mason L, Horne S and Irvine J – *BTEC Introduction Health and Social Care* (Heinemann, 2004)
ISBN 978435462451

Pitman V with MacKensie K – *Reflexology, a practical approach. Second Edition* (Nelson Thornes, 2002)
ISBN 9780748765775

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

Journals and magazines

Care and Health Magazine

Community Care Magazine

Complementary Therapies in Nursing and Midwifery

Disability Now

Nursing Times

The International Journal of Aromatherapy

Websites

www.aromatherapy-uk.org	Aromatherapy Organisations Council
www.bema.co.uk	British Complementary Medicine Association
www.britreflex.co.uk	British Reflexology Association
www.ccwales.org.uk	Council for Wales
www.cot.co.uk	College of Occupational Therapists
www.cwd.council.org.uk	Children's Workforce Development Council
www.learningdisabilities.org.uk	Foundation for people with learning disabilities
www.mencap.org.uk	Mencap (for people with learning disabilities)
www.napa-web.co.uk	National Association of Providers of Activities for Older People
www.niscc.info	Northern Ireland Social Care Council
www.petsastherapy.org	Pets as Therapy
www.rda.org.uk	Riding for the Disabled
www.rnib.org.uk	Royal National Institute of Blind People
www.skillsforcare.org.uk	Sector Skills Council for Care and Development
www.skillsforhealth.org.uk	Sector Skills Council for the UK Health Sector
www.rnid.org.uk	The Royal National Institute for Deaf People

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	[IE3] exploring issues, events or problems from different perspectives, eg different complementary therapies and comparing them with more orthodox treatments [IE4] analysing and evaluating information, judging its relevance and value
Creative thinkers	[CT2] asking questions to extend their thinking [CT4] questioning their own and others' assumptions.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Manage information storage to enable efficient retrieval	using 'save as' and 'save' functions on computers and using a memory stick for saving and storing their assignments and then retrieving their work
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching from a variety of resources, eg different websites for their assignments
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	using computer/websites to research appropriate sites for assignments
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	listening and preparing questions for guest speakers taking part in class discussions or debates
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	using different sources for assignment research, eg textbook/websites
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing assignments in different formats, eg reports.