

Unit 30: Providing Support for Therapy Sessions

Unit reference number: A/616/7342

Level: 2

Unit type: Optional

Credit value: 3

Guided learning hours: 18

Unit summary

As well as the general care that is delivered by the staff in the setting, individuals requiring care and support can also benefit from a range of therapies. For example, a person recovering from a stroke could benefit from a speech and language therapist to support increased communication and/or a physiotherapist to support mobility; a person who is anxious, for example because they have dementia, could benefit from aromatherapy to calm their mood.

As a worker in a care setting, you may be asked to support a therapist to deliver therapy sessions for individuals.

This unit enables you to investigate what therapies are available to individuals and their potential benefits. You will learn and demonstrate your skills in appropriately preparing the environment, including materials and equipment for therapy sessions and support therapists and individuals during the therapy sessions.

You could also be involved in recording observations from the session using agreed recording methods and reviewing the session with the therapist, individual and other colleagues. Your contributions as an observer will be invaluable in helping to shape further sessions.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the benefits of therapy sessions	1.1 Describe different types of therapy sessions in which an individual may participate 1.2 Explain how therapy sessions can benefit an individual
2 Be able to prepare for therapy sessions	2.1 Describe own responsibilities when preparing for a therapy session 2.2 Agree with individuals their requirements and preferences for the therapy session 2.3 Follow agreed procedures to prepare the environment, materials, equipment, individual and self for the therapy session
3 Be able to provide support in therapy sessions	3.1 Describe ways to overcome fears or concerns an individual may have about a therapy session 3.2 Provide support during a therapy session that takes account of <ul style="list-style-type: none"> • the therapist's directions • the individual's preferences and requirements 3.3 Promote active participation during the session
4 Be able to observe and record therapy sessions	4.1 Agree with the therapist what observations need to be carried out during therapy sessions and how they will be recorded 4.2 Carry out agreed observations in line with organisational procedures 4.3 Record observations using agreed recording methods
5 Be able to contribute to the review of therapy sessions	5.1 Contribute to a review of therapy sessions to identify issues and progress 5.2 Contribute to agreeing changes to therapy sessions with the individual and others

Content

What needs to be learned

Learning outcome 1: Understand the benefits of therapy sessions

- An individual is someone requiring care or support.

Types of therapy sessions

- Physiotherapy.
- Occupational therapy.
- Speech and language therapy.
- Psychological therapies.
- Hydrotherapy
- Complementary therapies, including:
 - aromatherapy
 - massage
 - reflexology.

Benefits of therapy sessions to an individual

- Improved physical wellbeing.
- Improved emotional wellbeing.
- Relief of symptoms including pain and anxiety.
- Enhanced social functioning.

Learning outcome 2: Be able to prepare for therapy sessions

Own responsibilities

- Adhere to agreed preparation procedures, disinfecting surfaces, following procedures for handwashing, use of personal protective equipment (PPE), setting out equipment (e.g. oils for aromatherapy), drawing blinds to ensure privacy for individuals and therapists.
- Obtain valid consent where required.
- Ensure a comfortable, non-threatening environment.
- Duty of care, including:
 - safeguarding of individuals
 - preservation of dignity, privacy
 - answering queries from individuals.

Requirements and preferences of individual

- Discussions with individuals prior to the session.
- Consult individual's care plan.
- Involve individual in preparation for therapy session.
- Use information from individual's records, e.g. care plan, line manager, family, friends, key workers, personal assistants, therapists and others who are important to the individual's wellbeing.

What needs to be learned

Learning outcome 3: Be able to provide support in therapy sessions

Overcome fears and concerns

- Give clear information about the therapy session.
- Answer questions honestly.
- Use positive, non-threatening, non-verbal communication.
- Check on the condition of individual throughout session to offer reassurance.

Following instructions

- Agreed procedures and protocols related to the type of therapy, including health and safety, cultural and religious requirements, legislative, regulatory and organisational.
- Explicit instructions from therapists.
- Information in individual's care plan.

Supporting participation in therapy sessions

- Encourage active participation of individual to promote the rights of individuals to participate and not be regarded as a passive recipient.
- Interacting with individual during therapy sessions.
- Deal with anxiety through noting body language, tone of voice.

Learning outcome 4: Be able to observe and record therapy sessions

Observing and recording therapy sessions

- Select and agree observation types:
 - individual behaviour
 - responses to therapy including reduction of symptoms - pain, increased mobility, improved speech
 - level of participation by individual.
- Select and agree recording methods:
 - written
 - audio records
 - digital photography
 - use of charts and graphs.
- Others may include, therapist, line manager, family, friends, advocates, others who are important to the individual's wellbeing.

What needs to be learned

Learning outcome 5: Be able to contribute to the review of therapy sessions

Potential issues

- Non-cooperation from individual receiving therapy.
- Worsening of symptoms, including pain, restricted mobility, anxiety.
- Therapy is ineffective in terms of positive outcomes.
- Session compromised by other factors, including external noise, interruptions from staff, others.

Changes to future sessions

- Further involvement of individuals in decision making.
- Adaptation of therapy methods to meet requirements and preferences of individuals.
- Consideration of more appropriate therapies, e.g. humanistic counselling rather than taking a cognitive behavioural approach, massage rather than aromatherapy.
- Cost in terms of resource use versus benefits to individuals.

Information for tutors

Suggested resources

Books

Nolan Y et al – *Health and Social Care Level 2*, 3rd Edition (Heinemann, 2011)
ISBN 9780435031947

Websites

www.legislation.gov.uk

Website for current government legislation.

www.nice.org.uk/Guidance/PH16

Evidence-based recommendations on occupational therapy and physical activity interventions to promote mental wellbeing in over-65s.

www.nhs.uk/Video/Pages/Backstretches.aspx

Video clip about physiotherapy for back pain.

www.skillsforcare.org.uk/Standards-legislation/Care-Act/Care-Act.aspx

The Care Act 2014 brings together care and support legislation in England with the principle of wellbeing at its heart.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 2, 3, 4 and 5 (competence) must be made based on evidence generated in a real-work situation. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 2, 3, 4 and 5.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.