



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN **HEALTH AND SOCIAL CARE**

**COMPLEMENTARY THERAPIES
WITHIN HEALTH AND SOCIAL CARE**

H/505/7777

LEVEL 3 UNIT 35

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

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AIM AND PURPOSE OF THE UNIT

Whilst many complementary therapies are ancient they are a relatively new addition to conventional treatments for illness and disease in the west. As people take more personal responsibility for their health and well-being the prevalence of complementary therapies has spread and it is increasingly likely that users of health and social care services will want to use them as a complement or alternative to conventional Western medicine to treat or alleviate illness and disease.

This unit gives learners the opportunity to gain an understanding of complementary therapies and be able to consider how they are regulated for use in health and social care services and how this impacts on their accessibility. Learners will gain an understanding of how other factors might impact on the accessibility of complementary therapies. Learners will explore how complementary therapies could be, and are, used alongside conventional medicine and the tensions and conflicts that might arise between the two approaches. Through this exploration the learner will be able to evaluate the effectiveness of complementary therapies on the health and well-being of the individual.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The learner can:		
1 Understand complementary therapies that can be used by users of health and social care services	P1	explain the term 'complementary therapy'.		
	P2	explain how the use of complementary therapies is regulated within health and social care services	M1 summarise factors that affect access to complementary therapies within health and social care services	
2 Understand the role of complementary therapies in relation to conventional treatments	P3	explain the role of complementary therapies in relation to conventional treatments	M2 analyse tensions between conventional treatments and complementary therapies	D1 evaluate the effectiveness of complementary therapies in the treatment of individuals
3 Understand the role of complementary therapies in maintaining health and wellbeing	P4	explain how complementary therapies can be used to maintain health and wellbeing		

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

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

- P1 Complementary therapy: classification of complementary therapies (e.g. : physical therapies (acupuncture, massage, reflexology), cognitive therapies (Neuro-linguistic programming, cognitive behaviour therapy, hypnotherapy) expressive therapies (art, music) medicine based therapies (homeopathy, flower remedies, herbalism),
- P2 Regulation: (e.g. statutory professional regulation, complementary therapy regulatory organisations (e.g. British Wheel of Yoga); The General Regulatory Council for Complementary Therapies; NICE guidance; General Medical Council regulations and guidance; Nursing and Midwifery council, Health and Care professionals council)
- M1 Factors: Regulation, contra-indications, risk assessment, availability of practitioners, cost; culture

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

- P3 Conventional treatments: bio-chemical (e.g. medication, chemotherapy), surgical intervention, external splints and traction, physiotherapy

Role of complementary therapies: (e.g. as a form of pain relief during procedures rather than analgesics, to alleviate the side effect of a conventional medicine, to relieve the emotional response such as anxiety to illness or treatment, preventative)
- M2 Tensions: (e.g. efficacy, scientific research, safety, contra-indications, practitioner training and qualification, regulation of practitioners, culture)
- D1 Effectiveness: (e.g. placebo effect, holistic nature; some health conditions such as cancer are more effectively managed with conventional medicine; improvement; cure; maintenance of on-going health status)

3 Understand the role of complementary therapies in maintaining health and well being

- P4 Health and well-being: maintenance (e.g. short and long term impact; physical, psychological, palliative)

DELIVERY GUIDANCE

It would be beneficial for learners undertaking this unit to have access to complementary therapy practitioners, users and medical practitioners either through work experience or input as guest speakers. Tutors of the unit might identify local medical practitioners who also practice complementary therapies who could be an invaluable source of information for the learners for this unit.

Time should not be spent describing the complementary therapies, health conditions or conventional medicine except where the description is clearly linked to an explanation of the effectiveness of the treatment or how it maintains health and well-being.

LO1 Understand complementary therapies that can be used by users of health and social care services

Learners might benefit from understanding the variety of classifications of complementary therapies (e.g. physical, sensory, creative, and expressive). Learners should understand the meaning of 'complementary' in relation to traditional medicine and have awareness of the historical reference to therapies as 'alternative'. Learners need to be aware of the 'holistic' nature of complementary therapies in seeking to treat the whole person rather than the illness, disease or symptoms. Learners might benefit from considering that for some cultural, ethnic and religious groups in the UK a complementary therapy is their conventional treatment, for example: Ayurvedic medicine, Chinese medicine. Learners might benefit from exploring understanding that some complementary therapies are invasive (e.g. acupuncture, herbalism) and others are non-invasive (e.g. massage, reiki)

Learners need to limit their work to those therapies that are and might be available within health and social care services e.g... within a medical (e.g... health centre/hospital/hospice), care home or day care setting. Guest speakers from, or visits to, health and social care settings will support learners to gain information about the regulation of complementary therapies. Learners should be aware of legislation regarding the regulation of complementary therapies, in particular chiropractic and osteopathy. Learners should have an understanding of individual complementary therapy regulatory bodies as well as the overarching body The General Regulatory Council for Complementary Therapies. The reasons for regulatory bodies and regulations needs to be understood and consideration of their roles and responsibilities included. Learners might benefit from undertaking internet research to develop knowledge of regulatory bodies. Learners could find

out about procedures carried out by health and social care services to ensure a complementary therapy is suitable to be made available to a service user.

Using information from practitioners and users of complementary therapies learners can draw on anecdotal evidence to identify factors that have affected access to complementary therapies within health and social care services and summarise their findings. Learners need to be aware that the lack of regulation or research into the effectiveness of a complementary therapy might be a primary factor in its availability in a health and social care setting. Learners would benefit from understanding the 'duty of care'. Learners might be advised to research into the contra-indications between complementary therapies and conventional medicine and the procedures a complementary practitioner might conduct to ensure the treatment is therapeutic and not counter-productive for the service user. Learners need to consider the cost to the health and social care service in providing complementary therapies in relation to their effectiveness and the service users' needs.

LO2 Understand the role of complementary therapies in relation to conventional treatments

Learners might benefit from visits to health and social care services where complementary therapies are provided alongside conventional medicine (e.g. hospice) and conduct research interviews on how complementary therapies and conventional medicine alongside each other. Learners might consider the role of complementary therapies for individuals with life-limiting illnesses and their use to maintain health and well-being and quality of life such as massage for multiple sclerosis. An investigation by learners into the increasing use of unregulated complementary therapies within health and social care settings might be suggested such as the use of Tai-chi with older people or aromatherapy massage with cancer patients. Learners might consider the empowerment of users of health and social care services and if the impact of this has led to individuals having greater say in their care and treatment and the use of complementary therapies.

Learners should be aware that for some cultural groups a complementary therapy is their conventional medicine and allopathic medicine is a complementary or secondary approach to health and well-being, such as some Asian people and Ayurvedic medicine. Learners need to consider the tensions that might be created between a conventional medicine practitioner and a service user by this interpretation of 'conventional medicine.'

Using information from visiting practitioners and users of complementary therapies learners can draw on anecdotal evidence to analyse tensions between conventional treatments and complementary therapies. Learners should also analyse tensions that might exist in response to the lack of researched or scientific evidence of the efficacy of complementary therapies. Consideration by learners might also be given to the training and qualification of complementary practitioners in comparison to that of conventional medical practitioners as a source of tension. The 'patient role' might also be studied as the conventional medical practitioner traditionally expects a 'passive patient', giving rise to tensions when the patient requests a broader spectrum of care and treatment than would normally be provided.

By using information from visiting practitioners and users of complementary therapies learners can draw on anecdotal evidence to evaluate how effective complementary therapies have been in the treatment of individuals. Case studies might also be used. Learners will need to be aware that some complementary therapies do not have a direct impact on a health condition but can affect other aspects of health and so should consider their effectiveness from an holistic point of view; physical, intellectual, emotional and social aspects of health and well-being. Advising Learners to access the NICE website to review the outcomes of research trials into complementary therapies might support the learner's evaluation of their effectiveness. The psychological impact of the service user taking personal responsibility for their health and well-being through the use of a complementary therapy might be explored by the Learner. Learners need to have an understanding of the 'placebo effect'.

LO3 Understand the role of complementary therapies in maintaining health and well being

A Learner task to interview practitioners and/or users of complementary therapies to collect information on how therapies have been used to maintain health and wellbeing could be carried out. Internet research to identify ways complementary therapies have provided an on-going effect on health and well-being could be suggested to learners. Learners will need to understand how complementary therapies can avoid a recurrence of symptoms when conventional medicine has ceased to be prescribed. Learners might consider the impact on the individual of taking some control of their health and well-being through a

self-administered complementary therapy. Lifestyle changes can occur as a result of introducing a complementary therapy and learners need to recognise the holistic impact of this on an individual.

ASSESSMENT GUIDANCE

P1 Learners could provide a range of quotations or definitions of the term 'complementary therapies' explaining how each contributes to an interpretation of the term. This might be done in the form of a presentation or information leaflet. If a presentation is given the learner would be expected to provide evidence of the content of their presentation and a witness testimony might be provided.

P2 Learners might use posters or power points to explain how legislation and regulatory bodies affect the provision of complementary therapies by health and social care services. Learner should be advised to limit the words used in the poster/power point. Where a presentation is given learners should be advised to provide notes to support their poster/power-point. A witness testimony might be used to support this work.

M1 Learners might draw on researched information to create a detailed spider-gram showing the range of complementary therapies available through health and social care services. Supporting text should be provided summarising the factors that impact on the access to the therapies.

P3 Using at least two examples or case studies of services users who use a combination of conventional medicine and complementary therapy, learners can explain how the therapy has complemented the conventional medicine.

M2 Continuing with the examples or case studies, learners could analyse the actual or potential tensions between the complementary therapy and conventional treatment.

D1 Continuing with the examples or case studies, learners can compare and contrast results of research trials and academic opinion and the individual's experiences to evaluate the effectiveness of the complementary therapy.

P4 Continuing with the examples or case studies
Learners might give day to day examples to explain how complementary therapies have been used to maintain health and well-being. It is suggested that learners consider short and long term effects on the maintenance of health and well-being, where long-term might be for approximately six months or longer.

RESOURCES

Textbooks

Moonie, N AS Level for OCR Health & Social Care. Oxford: Heinemann; 2005

Vincent, Charles. Furnham, Adrian. Complementary Medicine: A Research Perspective, Publisher: Wiley-Blackwell, 1997

Dawson, V. Chitty, A. Complementary Therapies: The Essential Guide; Publisher: Need2Know; 2012

DVD

www.talkingpictures.co.uk/compmed.php
Complementary Medicine - The Facts A guide to the practice and procedure of modern day natural medicine; Talking Pictures, Pinewood Studios

www.cllsupport.org.uk/comptherapies.htm The Bristol Approach to Living with Cancer , Self-Help Starter Pack, The Penny Brohn Cancer Centre;

www.open.edu/openlearn/body-mind/ou-on-the-bbc-alternative-therapies-about-the-series OU on the BBC: Alternative Therapies - About the series (information and some videos available on line)

Journals

Complementary Therapies in Medicine

Nursing Standard

Nursing Times

Websites

www.aromatherapycouncil.org.uk Aromatherapy Council

www.acupuncture.org.uk British Acupuncture Council

www.homeopathy-soh.org Society of Homeopaths

www.cnhc.org.uk/ Complementary and Natural Healthcare Council

www.facultyofhomeopathy.org/ Faculty of Homeopathy

www.osteopathy.org.uk General Osteopathic Council

www.rebhp.org/articles/House.pdf House of Lords Select Committee on Science and Technology - Sixth Report, Pub: London: the Stationery Office November 2000.

www.nice.org.uk National Institute for Health and Care Excellence (NICE)

www.nhs.uk/Livewell NHS

www.canceractive.com/cancer-active-page-link.aspx?n=1034 Penny Brohn Cancer Care Centre

www.professionalstandards.org.uk Professional Standards Authority

www.reikicouncil.org.uk Reiki Council

www.gcc-uk.org The General Chiropractic Council

www.grcct.org The General Regulatory Council for Complementary Therapies

www.rccm.org.uk/node/206 The Research Council for Complementary Medicine

www.who.int World Health Organisation

Trust, Assurance and Safety – The Regulation of Health Professionals in the 21st Century Pub: London: the Stationery Office February 2007



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Telephone 02476 851509

Email cambridgetechnicals@ocr.org.uk

www.ocr.org.uk