



Oxford Cambridge and RSA

Unit title:	Complementary therapies
Unit number:	23
Level:	5
Credit value:	15
Guided learning hours:	60
Unit reference number:	H/601/1635

UNIT AIM AND PURPOSE

Increasing numbers of people are using non-orthodox forms of treatment as an alternative to conventional medicine, with health practitioners using them to complement more accepted forms of treatment. The aim of this unit is to develop learners' understanding of the role of complementary therapies in health and social care and their effectiveness in maintaining health and well-being. An understanding of the principles behind the delivery and use of complementary therapies and, in particular, their function alongside conventional medicine will also be developed.

Learners will assess the advantages and disadvantages associated with the use of complementary therapies and analyse the evidence for their efficacy. They will also investigate the contraindications and health and safety issues in the practise of complementary therapies, and evaluate the degree of regulation of therapies and their practitioners.

The unit further encourages learners to apply knowledge gained to a selected health and social care setting.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

A pass grade is achieved by meeting all the requirements in the assessment criteria.

Learning Outcome (LO) The Learner will:	Pass The assessment criteria are the pass requirements for this unit. The Learner can:
LO1 Understand the principles behind complementary therapies and their current usage	1.1 explain treatment processes for widely available complementary therapies 1.2 assess the advantages and disadvantages of the complementary therapies 1.3 analyse factors influencing access to complementary therapies, both locally and nationwide
LO2 Understand the role of complementary therapies in relation to orthodox treatments	2.1 analyse the role of complementary therapies in relation to orthodox treatments in the care of musculo-skeletal, metabolic and cardio-respiratory needs 2.2 evaluate attitudes towards complementary therapies 2.3 assess the psychological effects of complementary therapies 2.4 compare the contra-indications between orthodox and complementary therapies
LO3 Be able to analyse evidence for the efficacy of complementary therapies in sustaining health and wellbeing	3.1 carry out an analysis of the reliability and validity of information sources on complementary therapies 3.2 evaluate evidence which claims the benefits of complementary therapies 3.3 make recommendations based on the evidence gathered for the use of complementary therapies within a specific group of users of health and social care services

<p>LO4 Be able to carry out an evaluation of the systems for regulating the use of complementary therapies.</p>	<p>4.1 evaluate the effectiveness of current regulation systems for the use of complementary therapies</p> <p>4.2 make recommendations, supported by evidence, for improving regulatory systems for the use of complementary therapies.</p>
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GRADING CRITERIA

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors

A distinction grade is achieved by meeting all the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

<p>Merit Criteria (M1, M2, M3)</p> <p>(M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)</p>	<p>Distinction Criteria (D1, D2, D3)</p> <p>(D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.)</p> <p>(In order to achieve a distinction grade, all merit criteria must also have been achieved.)</p>
<p>MANDATORY TO ACHIEVE A MERIT GRADE</p>	<p>MANDATORY TO ACHIEVE A DISTINCTION GRADE</p>
<p>M1 Analyse concepts, theories or principles to formulate own responses to situations.</p>	<p>D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.</p>
<p>M2 Analyse own knowledge, understanding and skills to define areas for development.</p>	<p>D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.</p>
<p>M3 Exercise autonomy and judgement when implementing established courses of action.</p>	<p>D3 Determine, direct and communicate new courses of action.</p>

TEACHING CONTENT

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

Learners must be able to apply relevant examples to their work. Where examples are given in the Teaching Content, these are suggestions; they do not have to be the examples that the learner uses.

LO1 Understand the principles behind complementary therapies and their current usage	
Therapies	Traditional alternative medicine (e.g. acupuncture, Ayurveda) Body (e.g. chiropractic and osteopathy, yoga) Diet and herbs (e.g. dietary supplements, herbal medicine) External energy (e.g. electromagnetic therapy, kinesiology) Mind (e.g. meditation, hypnosis) Senses (e.g. art, dance and music, visualisation and guided imagery)
Treatments	(e.g. signs and symptoms, principles/history, processes/procedures, equipment, materials, agents, dosage, frequency, individual, group)
Advantages	(e.g. enhancing health, well-being, increased time, personal approach, holistic approach)
Disadvantages	(e.g. lack of regulation, lack of training/qualifications, contraindications, cost, access, intrinsic harm)
Factors affecting access	Local (e.g. physical access, availability, financial, time, referral systems) National (e.g. cultural factors, prejudice, ignorance of orthodox practitioners, public perception).
LO2 Understand the role of complementary therapies in relation to orthodox treatments	
Musculo-skeletal	(e.g. bones, joints, muscles, mobility, increasing flexibility, pain relief)
Metabolic	(e.g. digestive and excretory problems, endocrine functions, reproductive function, reduced immunity, dermatological conditions, palliative care)

Cardiorespiratory	(e.g. pulmonary functioning, cardiovascular functioning)
Attitudes	Public (e.g. gender, age groups, socio-economic groups, lifestyle preferences, preferred therapies, barriers to use, value, benefits) Practitioners (e.g. orthodox, CAM advantages/disadvantages compared to orthodox treatments)
Psychological effects	(e.g. relaxation, stress, phobias, habits/addictions, eating disorders, OCD, depression, learning difficulties (such as ADHD, autism))
Contraindications	(e.g. cross-infection, allergies, adverse reactions, side effects, toxicity, influence of drugs/alcohol, age differences, existing conditions, existing treatment (such as chemotherapy)).
LO3 Be able to analyse evidence for the efficacy of complementary therapies in sustaining health and well-being	
Sources of information	(e.g. CAM practitioners, orthodox health professionals, commercial sources, support groups, independent groups (such as BBC, charities, science, systematic research, placebo effect))
Evidence from	(e.g. health professionals, practitioners, media, research)
Benefits	(e.g. cure, individual holistic approach, duration of session, touch, amelioration, prevention of signs and symptoms, enhancement of well-being)
Health and social care services	(e.g. GP practice, residential home, school, hospice, maternity unit, hospital, physiotherapy unit, mental health unit).
LO4 Be able to carry out an evaluation of the systems for regulating the use of complementary therapies	
Regulation systems	(e.g. legislation, code of practice, code of ethics, self-regulation, complementary therapy practitioner representative umbrella organisations(e.g. GRCCT, CNHC, GCC, GOsC, UK Reiki Federation), training/qualifications)
Effectiveness	(e.g. minimising risk, benefits, professionalism, developing public understanding, working with orthodox therapies, emerging trends).

GUIDANCE

Delivery guidance

It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area. Typical delivery contexts could include researching the principles and evaluating the use of complementary therapies, possibly mapping their development and use against a timeline. Discussions with CAM practitioners and orthodox professionals should be encouraged where possible.

Learners will benefit from being encouraged to exercise autonomy and judgement to implement primary and secondary research into the use and efficacy of complementary therapies. They should adapt their thinking and reach considered conclusions, when suggesting improvements to regulation and use of therapies *(based on a foundation of relevant knowledge, understanding and/or practical skills)*.

Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives and from being given the opportunity to explore them using diverse approaches and schools of thought. For example, case studies or scenarios could be used to enable learners to recommend the use of complementary therapies to a group of users in the health and social care sector.

Assessment evidence guidance

Evidence produced must demonstrate how a learner has met each of the Learning Outcomes, and be submitted in the form of assignments, essays, project portfolios, presentations or, where appropriate, reflective accounts.

Where group work/activities contribute to assessment evidence, the individual contribution from each learner must be clearly identified.

All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

RESOURCES

Books

le Quesne, S. & Beckmann, H.. *Essential guide to Holistic and Complementary Therapy*. Greengage Learning Vocational. 2005. ISBN: 978 1844800261

Stephenson, C.. *The Complementary Therapist's Guide to Conventional Medicine*. Churchill Livingstone. 2012. ISBN: 978 070203482

de Vries, J., *Healing in the 21st Century: Complementary Medicine and Modern Life*. Mainstream Publishing. 2001. ISBN: 978 1840185140

Journals

BMC Complementary and Alternative Medicine
Complementary Therapies in Medicine
The Journal of Alternative and Complementary Medicine

Websites

nccam.nih.gov
www.bcma.co.uk

Signposting to other units within the qualification

Unit 12: Empowering users of health and social care services
Unit 14: Physiological principles for health and social care
Unit 22: Understanding specific needs in health and social care