

---

## 8 Unit 8: Complementary Therapies [AS level, optional, internally assessed]

---

### 8.1 ABOUT THIS UNIT

*This AS level unit is optional and is internally assessed.*

This unit provides you with an opportunity to explore those aspects of complementary therapies (also known as alternative therapies), that are relevant to present day health and social care practices, and how they differ from orthodox medicine. It also enables you to understand the holistic approach to health and well-being. You will research how people view complementary therapies and evaluate the success of complementary and orthodox medicine in meeting service users' needs.

This unit links with the following units: Unit 3: *Promoting good health*, Unit 7: *Health as a lifestyle choice*, Unit 10: *Care practice and provision*, Unit 13: *Child development* and Unit 14: *Mental health issues*. Although this unit does not link directly to the NVQs in Providing health, social and protective services it provides a broad introduction to the qualifications involving Care, Caring for Children and Young People and Early-Years Care and Education at levels 2 and 3.

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will produce a report into the use of complementary therapies, **one** of which is used by a service user. Your evidence will include:

- understanding of complementary therapies, their development and purpose;
- understanding of why **two** complementary therapies are suitable for the service user, describing the role of the practitioners;
- relevant research and analysis on the value of **one** complementary therapy used by the service user to determine the views of members of the public and healthcare professionals;
- an evaluation of how well the service user has had their needs met by the complementary therapy and orthodox medicine.

### 8.2 WHAT YOU NEED TO LEARN

You need to learn about:

- history and development of complementary therapies;
- use and provision of complementary therapies;
- meeting physical, emotional and social needs;
- value of complementary therapies.

## 8.2.1 History and Development of Complementary Therapies

There are many complementary therapies that are considered suitable for service users with a range of physical and emotional needs. The methods are often divided into categories:

- sensory, e.g. aromatherapy, complementary therapies that work in conjunction with the **five** senses;
- cognitive, e.g. hypnotherapy, complementary therapies that promote mind-body healing by using the power of positive thinking;
- expressive, e.g. art therapy, complementary therapies where people are encouraged to express their thoughts;
- physical, e.g. yoga, complementary therapies to release endorphins (mood elevating hormones) and promote better general health;
- medical systems, e.g. Chinese herbalism, complementary therapies using different, alternative, or non-traditional medicines.

*It should be noted that many different ways of categorising complementary therapies exist and that many will belong to more than **one** category.*

You need to understand the development of complementary therapies, including:

- an historical perspective;
- different cultural attitudes;
- how they work alongside orthodox medicine.

## 8.2.2 Use and Provision of Complementary Therapies

You need to have knowledge of:

- how complementary therapies are used;
- settings in which they are used;
- cost;
- training and qualifications of practitioners;
- health and safety aspects.

## 8.2.3 Meeting Physical, Emotional and Social Needs

You need to identify a service user who is using, or intends to use, at least **one** complementary therapy to meet physical, emotional and social needs. If necessary, you may use a sufficiently-detailed case study.

You need to identify and explore **two** complementary therapies that may be suitable for this service user. This requires an understanding of their lifestyle, opinions, beliefs, culture and development, in order to gauge the relative suitability of the **two** chosen complementary therapies.

You need to know about a range of physical, emotional and social conditions service users may have including:

- acute pain;
- chronic conditions, e.g. osteoarthritis,  
muscular dystrophy,  
multiple sclerosis,  
asthma,  
back pain;
- mental health problems, e.g. stress,  
depression,  
anxiety,  
panic attacks;
- social isolation;
- dietary disorders;
- habitual behaviour, e.g. fingernail-biting,  
thumb-sucking,  
phobias;
- addiction, e.g. drugs: nicotine, alcohol.

The service user needs to experience at least **one** of the **two** complementary therapies and you need to evaluate the suitability of that **one** complementary therapy chosen, not only for their condition, but also for them individually – how it meets their needs compared to orthodox medicine.

#### 8.2.4 Value of Complementary Therapies

You need to investigate current trends in, and opinions about, the use of complementary therapies in health and social care, including:

- the stereotypical image of the use of complementary therapies;
- current public and medical opinions;
- controversial aspects relating to their use in health and social care settings;
- their use alongside, or instead of, orthodox treatments.

You need to analyse your results and explain similarities or differences in the views of the public and healthcare professionals. You also need to analyse any difference in views between members of the public, e.g. males and females, different age groups, social classes, etc. and any difference in the views between healthcare professionals, compared on gender, age or occupation. You need to form conclusions about the service user's and healthcare professionals' views on the extent that the complementary therapy could work with, or replace, some orthodox treatments.

You also need to compare your results with stereotypes about complementary therapies and provide analytical, possibly mathematical, evidence of how valid, reliable or biased your research is, any improvements you could make, and maybe identify further areas of possible research that could be explored.

### 8.3 ASSESSMENT EVIDENCE GRID

Unit 8: Complementary therapies				
What you need to do:				
<p><b>You need to produce</b> a report into the use of complementary therapies, <b>one</b> of which is used by a service user [50 marks]. Your evidence needs to include:</p> <p><b>AO1:</b> understanding of complementary therapies, their development and purpose [15];  <b>AO2:</b> understanding of why <b>two</b> complementary therapies are suitable for the service user, describing the role of the practitioners [15];  <b>AO3:</b> relevant research and analysis on the value of the complementary therapy used by the service user to determine the views of members of the public and healthcare professionals [10];  <b>AO4:</b> an evaluation of how well the service user has had their needs met by the complementary therapy and orthodox medicine [10].</p>				
How you will be assessed:				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	You produce a basic description of the different types of complementary therapies, including their development and purpose; [0 1 2 3 4 5]	you show a sound level of understanding when describing complementary therapies, including their development and purpose; [6 7 8 9 10]	you show a comprehensive understanding when describing complementary therapies, including their development and purpose. [11 12 13 14 15]	/15
AO2	You apply, with guidance, knowledge and understanding to determine the suitability of <b>two</b> complementary therapies for the service user and to describe the role of the practitioners; you will write in a manner which is adequate to convey meaning, although it will be expressed in a non-specialist manner; [0 1 2 3 4 5]	you apply knowledge and understanding accurately, to determine the suitability of <b>two</b> complementary therapies for the service user and to describe the role of practitioners; you will write in a manner which conveys meaning, using specialist vocabulary with few errors/inaccuracies; [6 7 8 9 10]	you accurately and independently apply in-depth knowledge and understanding to determine the suitability of <b>two</b> complementary therapies for the service user and to describe the role of practitioners; you will write in a manner which conveys appropriate meaning, using specialist vocabulary with accuracy; there will be no errors/inaccuracies. [11 12 13 14 15]	/15
AO3	You collect information from limited sources, to provide a straightforward analysis of the views of the public and healthcare professionals on the value of a complementary therapy; [0 1 2 3 4]	you undertake research, using a range of sources, to provide an analysis of the views of the public and healthcare professionals on the value of a complementary therapy; [5 6 7]	you undertake research, using a range of appropriate sources, to provide a comprehensive analysis of the views of the public and healthcare professionals on the value of a complementary therapy. [8 9 10]	/10
AO4	You give a basic evaluation to draw limited conclusions of how well the service user's needs have been met; [0 1 2 3 4]	you evaluate a range of evidence to draw valid conclusions of how the service user's needs have been met; [5 6 7]	you evaluate a range of evidence to draw and justify valid conclusions of how well the service user's needs have been met. [8 9 10]	/10
<b>Total mark awarded:</b>				<b>/50</b>

## **8.4 GUIDANCE FOR TEACHERS**

### **8.4.1 Guidance on Delivery**

The complementary therapies studied don't have to be any of those specifically listed but do need to be sufficiently popular so that enough information is obtainable to satisfy the evidence requirements for this unit.

Candidates need to study a range of physical, mental and emotional needs that service users may have and again this does not have to be restricted to the list given, but does have to be a condition where it is recognised that complementary therapies may have a part to play in the treatment of that condition.

The original information gathering can be carried out as group work, class activities, visits, etc. However, each candidate will need to produce their own evidence on the development, use and provision of complementary therapies.

#### **Meeting physical, emotional and social needs**

Candidates need to evaluate the evidence they have collected from primary and secondary sources to compare how well complementary therapies and orthodox medicine have each met the physical and emotional needs of the chosen service user. The impact of the service user's own approach to life, lifestyle and beliefs will form part of the analysis. This may well involve another interview or questionnaire. Candidates also need to show how the service user's experience compares to other people's experiences.

#### **Value of complementary therapies**

Candidates need to do primary research to determine the views of members of the public on the value of complementary therapies. The research needs to use accepted techniques to produce data. The reliability and validity of the evidence, and ethical considerations, including confidentiality, need to be considered.

Candidates need to present evidence accurately using standard methods such as tables, line graphs, etc. A range of secondary sources can provide evidence on the views of healthcare professionals about the role of complementary therapies. It may be possible to gain primary qualitative evidence from healthcare professionals to support the data.

## 8.4.2 Guidance on Assessment

It needs to be stressed that you determine only the *mark* for a candidate's portfolio evidence and not the *grade* which will be determined by OCR.

Regular, early and constructive feedback to candidates on their performance is essential and crucial. Help with planning and structuring their portfolio work in a logical manner throughout the course will lead to better understanding of their work and is likely to achieve higher marks.

Giving candidates deadlines for the completion of various sections of their work, and encouraging them to adhere to them, is also essential if candidates are not going to rush to complete and possibly finish up with marks below their potential.

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 8.3).

The information on this *grid* will eventually be transferred onto a *Unit Recording Sheet* to be attached to the front of each candidate's piece of work at the point when the work is submitted for moderation. A *Coursework Administration Pack* will be supplied, containing all relevant *Unit Recording Sheets*. Where marking for this unit has been carried out by more than **one** teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the criteria as laid down in the *Assessment Evidence Grids*.

Each row in the *grid* comprises a strand showing the development of an assessment objective, each row corresponding to an assessment objective descriptor in the banner (the top section of the *grid*).

The maximum mark for each strand is shown in the far right hand column of the *grid* and this maximum mark is further broken down into a number of mark bands across each row with a range of descriptors.

You use your professional judgement to determine which descriptor in a strand best suits the individual candidate's work and from the range of marks available within that particular mark band, you circle the mark that best fits the work. You then record this mark in the column headed *Mark*.

You need to use the full range of marks available to you. You need to award full marks in any strand for work which fully meets the criteria. This is work which is the best one could expect from candidates working at AS level.

However, for strands which include a quantified element, e.g. **two** care workers or **four** therapies, and where a candidate's evidence includes less than the number specified, or includes the correct number but at varying levels of quality, you will use your professional judgement to allocate an appropriate mark. It is the *quality* of the evidence that is paramount rather than the *quantity*, although, in such circumstances, candidates will be unable to access the highest mark band for that strand.

Only **one** mark per strand/row will be entered. The final mark for the candidate is out of a total of **50** and is found by totalling the marks for each strand.

The further guidance below amplifies the criteria in the *Assessment Evidence Grid* and will help you to determine the appropriate mark to be awarded for each strand.

<b>Amplification of Criteria</b>		
<b>AO</b>	<b>Mark Band</b>	<b>Characteristics of the work one may expect to see at this mark band can be summarised as follows:</b>
<b>AO1</b>	<b>1</b>	<p>Candidates demonstrate a basic knowledge of the development and purpose of complementary therapies;</p> <p>at least <b>one</b> of these will be the complementary therapy that the service user is receiving;</p> <p>the evidence may contain significant omissions but will cover an historical perspective, the global use, how they work alongside orthodox medicine, how they are used, the settings in which they are used, training and qualifications of practitioners and health and safety aspects;</p> <p>each complementary therapy is likely to be treated separately with little synthesis;</p> <p>some technical language may be used;</p> <p>there will be some omissions and/or inaccuracies;</p>
	<b>2</b>	<p>candidates demonstrate knowledge of the development and purpose of complementary therapies;</p> <p>at least <b>one</b> of these will be the complementary therapy that the service user is receiving;</p> <p>candidates show the similarities and differences in the complementary therapies;</p> <p>the work shows some evidence of synthesis;</p> <p>the evidence covers an historical perspective, the global use, how they work alongside orthodox medicine, how they are used, the settings in which they are used, training and qualifications of practitioners and health and safety aspects;</p> <p>the work-related areas will have accuracy and mainly correct use of technical terminology;</p>
	<b>3</b>	<p>candidates demonstrate an in-depth knowledge of the development and purpose of complementary therapies;</p> <p>at least <b>one</b> of these will be the complementary therapy that the service user is receiving;</p> <p>candidates show the similarities and differences in the complementary therapies;</p> <p>the work shows evidence of synthesis and the holistic aspects of complementary therapies;</p> <p>the evidence covers an historical perspective, the global use, how they work alongside orthodox medicine, how they are used, the settings in which they are used, training and qualifications of practitioners and health and safety aspects;</p> <p>the work will be accurate and contain correct use of technical terminology;</p> <p>the 'how they work alongside orthodox medicine' section is likely to be more in-depth in this mark band.</p>

AO	Mark Band	Characteristics of the work one may expect to see at this mark band can be summarised as follows:
	1	<p>With guidance, candidates produce evidence on how suitable <b>two</b> of the complementary therapies are for the individual service user;  at least <b>one</b> of these will be the complementary therapy that the service user is receiving;  there will be a copy of the questions the service user was asked and a record of the responses;  candidates show at least <b>one</b> condition or need the service user has and the suitability of each complementary therapy;  the need of the service user is likely to be restricted to a physical or emotional or social area;  the suitability of the complementary therapies will be linked in a basic manner to the lifestyle and beliefs of the service user;  candidates will provide a basic description of the role of the practitioners;  candidates will write in a manner which is adequate to convey meaning, although it will be expressed in a non-specialist manner;</p>
AO2	2	<p>candidates produce evidence on how suitable <b>two</b> of the complementary therapies are for the individual service user;  at least <b>one</b> of these will be the complementary therapy that the service user is receiving;  the questions the service user was asked will be detailed, and the record of responses will show that candidates were able to obtain knowledge of the service user's lifestyle, beliefs and range of physical, emotional and social needs;  candidates may show a holistic understanding of the service user's needs, for instance by showing how physical needs will also produce emotional needs;  candidates accurately show the suitability of each complementary therapy to meet the needs the service user has;  the lifestyle and beliefs of the service user will be described and candidates will show the influence of these on the suitability of complementary therapies;  candidates will provide a sound description of the role of the practitioners;  candidates will write in a manner which conveys meaning, using specialist vocabulary with few errors/inaccuracies;</p>
	3	<p>candidates independently produce in-depth evidence on how suitable <b>two</b> of the complementary therapies are for the individual service user;  at least <b>one</b> of these will be the complementary therapy that the service user is receiving;  the questions the service user was asked will be detailed, and the record of responses will show that candidates were able to elicit in-depth knowledge of the service user's lifestyle, beliefs and range of physical, emotional and social needs;  candidates show a holistic understanding of the service user's needs, for instance by showing how physical needs will also produce emotional needs;  candidates accurately show the suitability of each complementary therapy to meet the needs the service user has;  the cost of treatments will be considered and compared to the service user's means;  the lifestyle and beliefs of the service user will be described in detail and candidates will show the influence of these on the suitability of complementary therapies;  candidates will provide an in-depth description of the role of the practitioners;  candidates will write in a manner which conveys appropriate meaning, using specialist vocabulary with accuracy – there will be no errors/inaccuracies.</p>



AO	Mark Band	Characteristics of the work one may expect to see at this mark band can be summarised as follows:
AO3	1	<p>Candidates will present evidence of primary research, using a given technique such as a survey or questionnaire to determine the views of members of the public;</p> <p>they have made a basic attempt to produce a suitable sample, but may not have justified this;</p> <p>they have used a limited range of information sources to produce evidence of how healthcare professionals view complementary therapies;</p> <p>the evidence is likely to be limited, but presented accurately, possibly with the use of tables or graphs;</p> <p>the straightforward analysis of the results shows any similarities or differences in the views of the public and healthcare professionals;</p> <p>there is likely to be little evidence of how valid, reliable or biased the research is;</p>
	2	<p>candidates present evidence of primary research, such as a survey or questionnaire, to determine the views of members of the public;</p> <p>they have produced a suitable sample and have attempted to justify this;</p> <p>they have used a range of information sources to produce evidence of how different healthcare professionals view complementary therapies;</p> <p>the evidence is likely to be presented accurately with the use of tables and/or graphs;</p> <p>the analysis of the results explains similarities or differences in the views of the public and healthcare professionals and also describes different views between members of the public, e.g. males and females, different age groups, social class, etc.;</p> <p>the views of healthcare professionals may also be compared on gender, age or occupation;</p> <p>there is evidence of how valid, reliable or biased the research is, any improvements that could be made and further areas of possible research;</p>
	3	<p>candidates will present evidence of primary research, such as a survey or questionnaire, to determine the views of members of the public;</p> <p><b>two</b> methods are likely to have been used;</p> <p>they have produced a suitable sample, justified this, and stated advantages and disadvantages of different sampling methods;</p> <p>they have used a range of information sources to produce evidence of how different healthcare professionals view complementary therapies;</p> <p>the evidence is likely to be extensive and presented accurately, with the use of tables and/or graphs;</p> <p>the analysis of the results explains similarities or differences in the views of the public and healthcare professionals;</p> <p>it also analyses different views between members of the public, e.g. males and females, different age groups, social class etc.;</p> <p>the views of healthcare professionals may also be compared on gender, age or occupation;</p> <p>candidates compare their results with stereotypes about complementary therapies;</p> <p>there is analytical, and possibly mathematical, evidence of how valid, reliable or biased the research is and any improvements that could be made and further areas of possible research.</p>
AO4	1	<p>Candidates evaluate some of the evidence they have collected to draw basic conclusions about how complementary therapies and orthodox medicine have met the service user's needs;</p> <p>this is likely to be based mainly on the service user's own view;</p> <p>the strengths and weaknesses of the evidence are identified;</p>

AO	Mark Band	Characteristics of the work one may expect to see at this mark band can be summarised as follows:
AO4	2	<p>candidates evaluate the evidence they have collected, from primary and secondary sources, to compare how well complementary therapies and orthodox medicine have each met the needs of the service user;</p> <p>the service user's own approach to life, lifestyle and beliefs form part of the evaluation;</p> <p>the evaluation also shows how the experience of the service user compares to other people's experiences;</p> <p>candidates are able to compare the service user and healthcare professionals' views to judge how well complementary therapies could work with orthodox treatments;</p>
	3	<p>candidates evaluate the extensive evidence they have collected, from primary and secondary sources, to compare how well complementary therapies and orthodox medicine have each met the physical and emotional needs of the service user;</p> <p>the impact of the service user's own approach to life, lifestyle and beliefs form part of the analysis;</p> <p>the evaluation also shows how the service user's experience compares to other people's experiences;</p> <p>candidates are able to extrapolate the service user and healthcare professionals' views to draw conclusions on the extent that the complementary therapy could work with or replace some orthodox treatments.</p>

### 8.4.3 Resources

<b>Organisations</b>	<p>Association for Dance Movement Therapy</p> <p>Association of General Practitioners of Natural Medicine</p> <p>Association of Holistic Medicine</p> <p>British Acupuncture Council</p> <p>British Association of Art Therapists</p> <p>British Chiropractic Association</p> <p>British Complementary Medical Association</p> <p>British Council for Complementary Medicine</p> <p>British Homeopathic Association</p> <p>The British Massage Therapy Council</p> <p>Council for Complementary and Alternative Medicine</p> <p>Guild of Naturopathic Iridologists</p> <p>Holistic Nurses School of Nursing</p> <p>Institute for Complementary Therapies</p> <p>Yoga for Health Foundation</p>
<b>Publications</b>	<p>Almost all complimentary and alternative therapies produce their own publications (see websites).</p>
<b>Textbooks</b>	<p>Literally thousands of books in this area, library classification 615.5 Complementary therapy in general.</p>
<b>Websites</b>	<p>A start page for research into complementary therapies  <a href="http://www.uwic.ac.uk/library/information/subjects/llandaff/complementary%20therapies%20info.htm">http://www.uwic.ac.uk/library/information/subjects/llandaff/complementary%20therapies%20info.htm</a></p> <p>British Library  <a href="http://www.bl.uk/collections/health/comalmed.html">http://www.bl.uk/collections/health/comalmed.html</a></p> <p>Link site from Bury St Edmund  <a href="http://www.stedmunds.co.uk/lifestyle/complimentary.html">http://www.stedmunds.co.uk/lifestyle/complimentary.html</a></p> <p>Complementary Healthcare Information Service – UK  <a href="http://www.chisuk.org.uk/">http://www.chisuk.org.uk/</a></p>