



Interpersonal skills for the complementary therapist

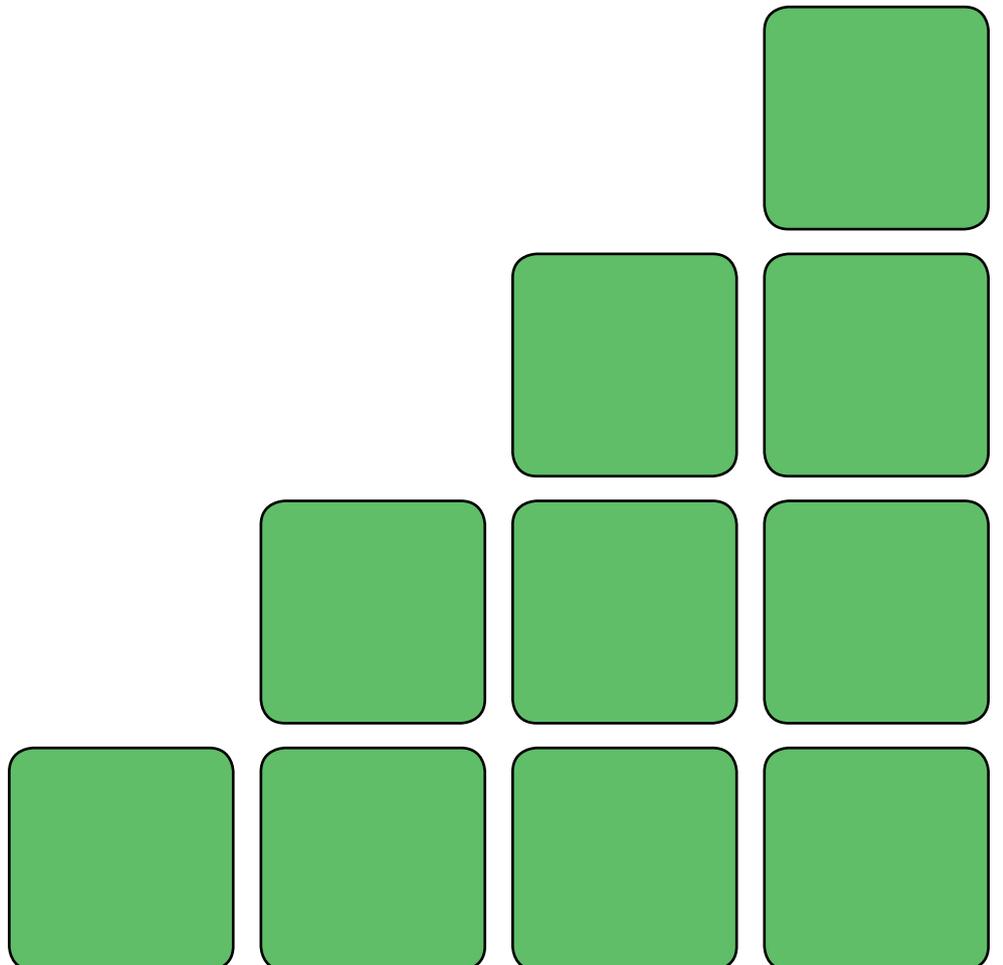
UCT11M

K/507/8520

Learner name:

Learner number:

VRQ



UCT11M

Interpersonal skills for the complementary therapist

Through this unit you will learn to improve the client's treatment experience through the application of effective communication skills. Good communication is vital in assessing the client's expectations for treatment outcomes.

It has always been the case that discussion on a wide range of issues occurs when touch therapies are applied. The reason a client is seeking complementary therapy treatments may be obscure or the stresses and strains that affect them may be difficult to pinpoint. The manner in which you, the therapist, communicate with the client is as important as the treatment itself. You will work within the limitations of professional complementary therapy practice and know when to advise that further appropriate help is sought.

Level

3

Observation(s)

2

External paper(s)

0



Interpersonal skills for the complementary therapist

Learning outcomes

On completion of this unit you will:

1. Be able to apply effective communication skills to identify client requirements
2. Understand how communication skills can be used effectively to identify client requirements

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. *Simulation*
Simulated role play scenarios can be practised and assessed to cover the required range of consultations between client and therapist where it does not naturally occur.
3. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated on **at least two occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *Range*
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
6. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes and cover ranges in this unit. All outcomes and ranges must be achieved.
7. *Prerequisites*
This unit has been designed for experienced Complementary Therapists who already hold a relevant Level 3 Complementary Therapy qualification and wish to further develop their communication skills
8. *External paper*
There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



Observations

Learning outcome 1

Be able to apply effective communication skills to identify client requirements

You can:

- a. Demonstrate a professional appearance, attitude and behaviour which contribute to the clients trust
- b. Establish a rapport with the client
- c. Communicate effectively with the client
- d. Establish client expectation is realistic in line with expected treatment outcomes

** May be assessed by supplementary evidence.*

Observation	1	2
Date achieved		
Criteria questioned orally		
Portfolio reference		
Assessor initials		
Learner signature		



Range

*You must practically demonstrate that you have:

Used effective communication skills with all clients	Portfolio reference
Reticent	
Distressed	
Anxious	
Angry	
Forthcoming	

It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

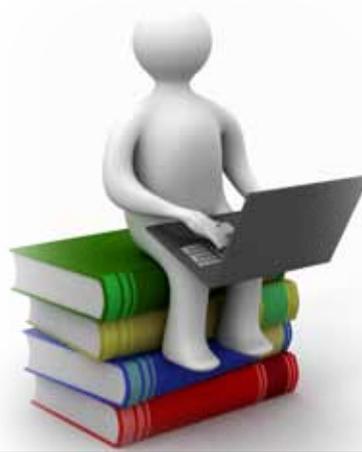
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 2

Understand how communication skills can be used effectively to identify client requirements

You can:	Portfolio reference
a. Describe how professional appearance, attitude and behaviour contribute to client trust	
b. Identify the methods used to achieve effective communication with the client	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to apply effective communication skills to identify client requirements

Behave in a professional manner:

Demonstrate respect to clients and colleagues, demonstrate good communication skills and provide good customer service, explaining the treatment/service/product to the clients. Demonstrate correct client care and professionalism at all times, maintain professional appearance, personal hygiene and behaviour, demonstrate understanding of salon requirements for professional behaviour, only carrying out treatments that you are qualified to practise.

Professionalism: The importance of reasons for the consultation process and checking for contra-indications, clear treatment explanation, compliance with any particular rights, restrictions and acts applicable to the respective service or treatment. Understanding the relevant code of practice/ethics, identifying the need for insurance and professional association membership. Demonstrate methods of maintaining client care, protecting client modesty, maintaining a duty of care, your personal appearance and hygiene, trust, confidentiality, the need never to diagnose. How to follow referral procedures. The importance of demonstrating integrity and how all of the above contribute to client trust.

Establish a rapport: Ways to ensure the client is relaxed and willing to participate in a discussion, greeting the client by name, using open facial expressions, direct eye contact, appropriate touch, plan

your physical position in relation to the client, posture and demeanour, observe different client body language and make correct responses, physical mirroring and reflecting, empathy vs. sympathy, self disclosure in context, maintaining a positive attitude, establishing trust; ensure form, manner and level of discussion is respectful of the client as an individual and fellow being, acknowledge client characteristics, personal beliefs and preferences.

Effective communication: Use good communication skills to optimise the treatment outcomes, use the discussion process to facilitate client communication, achieve effective communication without distress to the client, provide information and explanations which allow the client to make informed choices, enable the client to identify real concerns and objectives, use written word, diagrams as applicable, establish client requirements and expectations, realistic, unrealistic, confirm full and accurate disclosure of information, avoid giving specific guidance in relation to problems or client-identified solutions, ensure all constraints on communication are identified and minimised, ensure the client remains in control at all times, maintain records without causing distress to the client and with the client's full approval, remain detached from the client's problems, remain within the therapist's professional limitations and do not become a substitute for other professional help.



Learning outcome 1: Be able to apply effective communication skills to identify client requirements (continued)

Effective interpretations of the communication outcomes:

Make treatment recommendations based upon consultation, information gathered and relevant tests, to select, adapt and provide the correct treatment, products, tools and equipment based upon client consultation, needs and preferences and make further recommendations for on-going treatments, home and aftercare advice, check the client's understanding, know how and when to provide written confirmation/information. Know how to assess the client's commitment, the possible restrictions to ongoing treatment. Also know how to identify when it is not appropriate to treat a client.

Understand the importance of providing the client with clear advice and recommendations:

Give a clear explanation of treatment, product and/or service to facilitate the client's understanding, confirming your understanding of the client's needs and wishes. The need for clear explanations of how the provision of therapy treatments/products can meet the client's expected outcomes, the scope of therapy and its limitations, full and accurate information and explanations which allow the client to make informed choices. Know how to encourage the client to judge the overall appropriateness of each option and why the client is encouraged to choose an option. Know how to establish client expectations from the therapy treatment. Know how to confirm mutual understanding between the client and therapist. Know how to answer client's questions fully and accurately, identify the client's preferred course of treatment plan, short term, medium term and long

term goals. The possible likelihood of a successful outcome, the plan for future course of treatment, client options relating to acceptable referrals to the medical profession or other therapies where it arises.



Learning outcome 2: Understand how communication skills can be used effectively to identify client requirements

Professional appearance: The reasons why you need to wear the appropriate uniform/professional dress, name badge, have neatly groomed hair, wear minimal or no jewellery.

Professional attitudes: Show confidence in your abilities; be sensitive, supportive and attentive. Have a respectful approach, positive attitude, integrity and good time-keeping. Demonstrate understanding of personal space and how invading it can make the client feel uncomfortable. Understand the different aspects to consider which may affect their comfort i.e. ethnicity, age, gender, religious beliefs, nationality, sexual orientation, education, physical appearance, etiquette, social class, economic status.

Professional behaviour: Display appropriate qualifications and professional membership and insurance certificates, provide a suitable treatment room appropriately set up, ensure that client records are accurate and confidentiality is maintained. Do not use or have mobile phone on show – even for timekeeping purposes.

Verbal communication: Verbal mirroring (visual, auditory, kinaesthetic (Thinking Styles: Steven Covey, 2004)), open questions, closed questions, paraphrasing, volume and pace, responsiveness.

Listening skills and non-verbal communication: Active listening, non-verbal language, eye contact, facial expressions, therapist and client body language, consider verbal and non-verbal nuances of the client and appropriate responses.

Communication difficulties: Constraints on communication, client, therapist, ethical constraints, cultural differences, language barriers, environmental issues arising from the client's situation, client's ability to communicate fully, inability to communicate or understand, unwillingness or reluctance to communicate, presence of carer or other, differences in communication.

Clients: Reticent, distressed, angry, anxious, forthcoming.

Adaptation of communication techniques: Verbal is used when communicating with clients face to face, or on the telephone, it aids in the provision of and/or gathering information for consultation and retail opportunity purposes. Non-verbal methods are actively employed to give encouragement and/or convey empathy. Body language is utilised to project professional persona or 'open' body language to appear less intimidating. Further adaptation techniques include use of Braille home care advice leaflets for blind clients, use of sign language for deaf clients, use of written information for mail shots, or for promotions and advisory purposes. The use of telephone to book and/or confirm appointments. The use of text message service to confirm appointments or e-mail to contact customers, communication is also adapted to the use of websites and ICT to advertise services and treatments.

Communication through consultation: Consulting is most effectively done in a private, comfortable area. The use of positive body language, positioning of the client (no barriers between you and the client) appropriately adapted communication skills (asking open and/



Learning outcome 2: Understand how communication skills can be used effectively to identify client requirements (continued)

or closed questions where appropriate) as well as using verbal and non-verbal techniques. The demonstration of your professionalism, confidence and enthusiasm will assist effective communication outcomes.

Advantages and disadvantages of different types of communication: All forms of communication have advantages and disadvantages, it is essential that you are aware of these in order to select the most appropriate methods to use with your client for effective communication to identify the client's needs and expectations. The positive and negative aspects of the following methods; indirect verbal (via 3rd person), verbal, non-verbal, Braille, larger text on documents, sign language, text messaging service, body language, written, telephone, e-mail.