

# Course Accreditation

## Background

The purpose of this document is to specify National Minimum Course Standards for courses submitted by eligible course providers seeking national recognition by the Australian Recreational Therapy Association (ARTA) Council.

National recognition of courses by the ARTA Council provides assurance to Recreational Therapists, employers, recipients of Recreational Therapy services and the wider community that appropriate standards of training and education are implemented to produce high quality entry-level practitioners in the field of Recreational Therapy. Any graduate of an ARTA Council Recognised course can apply for membership of the Association.

National Course Recognition is based on an agreement between a course provider and the ARTA Council that a certain course of study will be followed in providing training to students in preparation for entry level to the profession. National Minimum Course Standards, which must be met for a course provider to gain recognition of its course, are specified by the ARTA Council.

## Setting Professional Standards: Serving Industry, the Profession and Our Clients

In May 2004, following extensive negotiation within the Diversional Therapy profession and within industry, the Diversional Therapy Association of Australia National Council (DTAANC) endorsed a set of standards and related documentation for the recognition and accreditation of courses within the field of Diversional Therapy. Formal recognition of a course by the DTAANC results in automatic acceptance of membership applications received by the State DTA from students who satisfactorily complete that course, during the currency of recognition, at the Membership Level for which the course is recognised. After 2004, further action was taken to refine the Standards and associated processes. As a result, the DTAANC through its Education Advisory Committee has developed National Minimum Course Standards, which must be met by courses for which eligible course providers are seeking DTAANC National Course Recognition.

The National Minimum Course Standards are the culmination of an extensive process in which many people and many hours have been involved over five years aimed at ensuring that they truly represent the needs of industry and provide a strong foundation for the preparation of Diversional Therapy Practitioners capable of meeting client needs. The current National Minimum Course Standards were approved by the DTAANC in May 2006. They were extensively reviewed in 2022 with the change in Associations name to the Australian Recreational Therapy Association.

These National Minimum Course Standards are related to the three different levels of qualifications currently recognised by in the Australian Qualifications Framework and two distinct levels of membership: Certified membership, which allows members to work and be recognised as a Recreational Therapist; Associate membership designed for practitioners working as Recreation Therapy Assistants and Recreation Officers with a Diploma in Leisure and Health or a Certificate 4 in Leisure and Health, each nationally recognised courses.

## Eligible Course Providers

Applications for Recreational Therapy course recognition are invited from Universities, the Vocational Education and Training (VET) sector and Registered Training Organisations, including TAFE Institutes. In the case of TAFE, a separate application is required for each TAFE Institute.

## The National Minimum Course Standards

The following National Minimum Course Standards provide absolute minimum requirements and are the basis for the assessment of courses proposed for recognition by an eligible course provider. These National Minimum Course Standards will be reviewed each five years as part of the Council's continuous improvement strategy. These Minimum Standards are divided into 4 parts (A, B, C and D). Course developers and providers are encouraged to use the National Minimum Course Standards as a benchmark and starting point in terms of both the scope and depth of their course.

### A. Course AQF Level

<b>Associate membership</b>	All aspects of a course recognised as meeting National Minimum Course Standards for the preparation of <b>Associate members</b> must be at least at the Certificate IV level or Diploma as defined in the Australian Qualifications Framework Implementation Handbook, Third Edition 2002 published by the Australian Qualifications Framework Advisory Board. ( <a href="http://www.aqf.edu.au/pdf/handbook.pdf">http://www.aqf.edu.au/pdf/handbook.pdf</a> )
<b>Certified membership</b>	All aspects of a course recognised as meeting National Minimum Course Standards for the preparation of <b>Certified members</b> must be at least at the Degree level as defined in the Australian Qualifications Framework Implementation Handbook, Third Edition 2002 published by the Australian Qualifications Framework Advisory Board. ( <a href="http://www.aqf.edu.au/pdf/handbook.pdf">http://www.aqf.edu.au/pdf/handbook.pdf</a> )

## B. Staffing

<b>Staffing Requirements</b>	<ul style="list-style-type: none"> <li>▪ At least one staff member teaching on the course at each location at or from which the course is to be offered must hold a qualification relevant to Recreational Therapy and be eligible for Certified membership of the Australian Recreational Therapy Association.</li> <li>▪ The course provider shall demonstrate appropriate continuing professional development of their staff in relation to Recreational Therapy.</li> </ul>
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## C. Workplace Experience

<b>Workplace Experience</b>	<p><u>Workplace experience and development of professional skills</u> The course provider must detail how workplace experience is structured.</p> <p><b>Associate Member- Certificate 4</b> Minimum of 120 workplace hours</p> <p><b>Associate Member- Diploma</b> Minimum of 240 workplace hours</p> <p><b>Certified Member- Degree</b> Minimum of 300 workplace hours</p>
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## D. Minimum Course Knowledge, Skills and Professional Competencies

Items in Part D are numbered for clear identification.

<b>Area</b>	<b>Section 1, Core knowledge, skill and professional competencies (Associate and Certified)</b>	<b>Section 2, Advanced knowledge, skill and professional competencies (Certified only)</b>
<b>1. Foundation knowledge</b>	<p><b><i>To understand and demonstrate key underpinnings of Diversional Therapy practice</i></b></p> <p><u>1.1a Diversional Therapy practice</u> <i>Course content to include:</i></p> <p>1.1.1a Historical development 1.1.2a Exploration of a range of definitions and philosophies 1.1.3a Codes of ethical conduct and duty of care 1.1.4a Work environments and role 1.1.5a Key concepts including but not limited to:     1.1.5.1a Individuality, recognition and respect     1.1.5.2a Autonomy and independence</p>	<p><b><i>To critically analyse the key aspects of Diversional Therapy practice</i></b></p> <p><u>1.1b Diversional Therapy practice</u> <i>Additional course content to include:</i></p> <p>1.1.1b Models of practice such as:     1.1.1.1b Social model     1.1.1.2b Leisure flow     1.1.1.3b Leisure ability model     1.1.1.4b Integrated community recreation model     1.1.1.5b Community development model     1.1.1.6b Person centred care 1.1.2b Current trends and professional issues</p>

- 1.1.5.3a Integration and segregation
- 1.1.5.4a Choice
- 1.1.5.5a Client centred practice
- 1.1.5.6a Quality of life
- 1.1.5.7a Effective facilitation techniques
- 1.1.5.8a Culture, ethnicity and spirituality

***To recognise and apply the concepts and values of leisure and recreation***

1.2a Leisure and recreation

*Course content to include:*

- 1.2.1a Basic definitions of leisure and recreation
- 1.2.2a Historical influences
- 1.2.3a Impact of culture on leisure involvement
- 1.2.4a Leisure across the lifespan
- 1.2.5a Leisure and social benefits for each client group

***To understand the basic physiology of the human body and recognise the impact of leisure participation on various body systems***

1.3a Human Biology

*Course content to include:*

- 1.3.1a Anatomy and Physiology
- 1.3.2a Body Systems
- 1.3.3a Basic Medical terminology and its application

***To understand basic human psychology and its relationship to the effective facilitation of the individual's involvement in leisure***

1.4a Human Psychology

*Course content to include:*

- 1.4.1a Understand difficult behaviours, to identify the causes, and to respond with an appropriate approach

***To recognise and apply the concepts and values of leisure and recreation***

1.2b Leisure and recreation

*Additional course content to include:*

- 1.2.1b Identifying characteristics of a range of approaches to leisure and recreation
- 1.2.2b Contemporary issues and trends

***To have substantial depth in knowledge of the human body functioning and its relationship to leisure participation***

1.3b Human Biology

*Additional course content to include:*

- 1.3.1b Physiology of human movement
- 1.3.2b Human movement
  - 1.3.1.1b Concepts to maximise leisure involvement, safe participation and positive health outcomes.
- 1.3.3b Human Biology

***To apply the concepts of human psychology in designing, facilitating and evaluating the individual's involvement in leisure***

1.4b Human Psychology

*Additional course content to include:*

- 1.4.1b Motivation theories
- 1.4.2b Managing challenging behaviours including: assessment; plan development;

	<p>1.4.2a Lifespan development stages and skill development 1.4.3a Health and wellness concepts and the impact on individuals 1.4.4a Illness and illness behaviour 1.4.5a Perceptions of disability 1.4.6a Cognitive processes, including basic understanding of concepts such as memory across the lifespan, decision making and reasoning</p> <p><b><i>To understand the ways sociological factors influence leisure involvement</i></b> <u>1.5a Sociology</u> <i>Course content to include:</i> 1.5.1a Culture and society: impact of culture on society 1.5.2a Culture and health: impact of culture on health</p>	<p>implementation; evaluation of strategies; and, different approaches to behaviour management 1.4.3b Lifespan development 1.4.4b Psychology of leisure 1.4.5b Concepts of Health and wellness 1.4.6b Illness and illness behaviour on the individual 1.4.7b Cognitive processes and the application to practice 1.4.8b Pain management</p> <p><b><i>To understand how sociological factors influence and impact on individual leisure involvement</i></b> <u>1.5b Sociology</u> <i>Additional course content to include:</i> 1.5.1b Sociology of health: impact of society on health and health outcomes 1.5.2b Sociology of leisure 1.5.3b Sociology of disability including societal attitudes</p>
<p><b>2. Client groups</b> - each area should include issues across the lifespan (eg: children, adolescents, young adults, adults, older adults)</p>	<p><b><i>To understand and effectively work with a diverse range of individual clients</i></b> <u>2.1a Physical impairment</u> <i>Course content to include:</i> 2.1.1a The range of physical impairments, characteristics, symptoms and how they impact on leisure participation including barriers and support needs 2.1.2a Understanding of the concepts of inclusion and empowerment including dignity of risk</p>	<p><b><i>To apply knowledge of specific client groups so that clients' leisure outcomes are maximised</i></b> <u>2.1b Physical impairment</u> <i>Additional course content to include:</i> 2.1.1b Integration and segregation issues and contemporary issues related to Diversional Therapy practice 2.1.2b Assessment and implementation of strategies for optimising inclusion and empowerment</p>

2.2a Emotional impairment

*Course content to include:*

- 2.2.1a The range of emotional impairments, characteristics, symptoms and how they impact on leisure participation including barriers and support needs.
- 2.2.2a Understanding of the concepts of inclusion and empowerment including dignity of risk

2.3a Cognitive impairment

*Course content to include:*

- 2.3.1a The range of cognitive impairments, characteristics, symptoms and how they impact on leisure participation including barriers and support needs.
- 2.3.2a Understanding of the concepts of inclusion and empowerment including dignity of risk

2.4a Sensory impairment

*Course content to include:*

- 2.4.1a The range of sensory impairments, characteristics, symptoms and how they impact on leisure participation including barriers and support needs.
- 2.4.2a Understanding of the concepts of inclusion and empowerment including dignity of risk

2.5a Communication impairment

*Course content to include:*

- 2.5.1a The range of communication impairments, characteristics, symptoms and how they impact on leisure participation including barriers and support needs.
- 2.5.2a Understanding of the concepts of inclusion and empowerment including dignity of risk

2.6a Psychiatric impairment

*Course content to include:*

- 2.6.1a The range of psychiatric impairments, characteristics, symptoms and how they impact on

2.2b Emotional impairment

*Additional course content to include:*

- 2.2.1b Integration and segregation issues and contemporary issues related to Diversional Therapy practice.
- 2.2.2b Assessment and implementation of strategies for optimising inclusion and empowerment

2.3b Cognitive impairment

*Additional course content to include:*

- 2.3.1b Integration and segregation issues and contemporary issues related to Diversional Therapy practice.
- 2.3.2b Assessment and implementation of strategies for optimising inclusion and empowerment

2.4b Sensory impairment

*Additional course content to include:*

- 2.4.1b Integration and segregation issues and contemporary issues related to Diversional Therapy practice.
- 2.4.2b Assessment and implementation of strategies for optimising inclusion and empowerment

2.5b Communication impairment

*Additional course content to include:*

- 2.5.1b Integration and segregation issues and contemporary issues related to Diversional Therapy practice.
- 2.5.2b Assessment and implementation of strategies for optimising inclusion and empowerment

2.6b Psychiatric impairment

*Additional course content to include:*

- 2.6.1b Integration and segregation issues and contemporary issues

	<p>leisure participation including barriers and support needs. 2.6.2a Understanding of the concepts of inclusion and empowerment including dignity of risk</p> <p><u>2.7a Disadvantaged groups</u> <i>Course content to include:</i> 2.7.1a The range of issues facing disadvantaged groups, their characteristics and how these impact on leisure participation including barriers and support needs. 2.7.2a Understanding of the concepts of inclusion and empowerment including dignity of risk</p>	<p>related to Diversional Therapy practice. 2.6.2b Assessment and implementation of strategies for optimising inclusion and empowerment</p> <p><u>2.7b Disadvantaged groups</u> <i>Additional course content to include:</i> 2.7.1b Integration and segregation issues and contemporary issues related to Diversional Therapy practice. 2.7.2b Assessment and implementation of strategies for optimising inclusion and empowerment</p> <p><u>2.8b People with Specific/Special Needs</u> (for example, people from rural and remote communities, people from culturally and linguistically diverse backgrounds, indigenous people, care for the dying) <i>Course content to include:</i> 2.8.1b Examine the range of issues facing people with specific needs and the impact of these issues on their lives in relation to leisure and recreation 2.8.2b Appropriate language 2.8.3b Relevant policies and legislation 2.8.4b Cultural awareness 2.8.5b Understanding of the concepts of inclusion and empowerment 2.8.6b Assessment and implementation of strategies for optimising inclusion and empowerment</p>
<p><b>3. Client assessment</b></p>	<p><b><i>To collect information which will enable the development of a leisure program based on individual needs</i></b></p> <p><u>3.1a Client Assessment</u> <i>Course content to include:</i> 3.1.1a Definition of assessment 3.1.2a Understand the importance of assessment</p>	<p><b><i>To critically analyse information gathered during the assessment process and to interpret the information for development of individual leisure programs</i></b></p> <p><u>3.1b Client Assessment</u> <i>Additional course content to include:</i> 3.1.1b Develop agency specific assessment tools</p>

	<p>3.1.3a Uses of assessment</p> <p>3.1.4a Use collection data tools which include:</p> <p>3.1.4.1a Leisure interests, needs and wants</p> <p>3.1.4.2a Individual strengths and limitations</p> <p>3.1.4.3a Individual cultural needs</p> <p>3.1.4.4a Individual spiritual needs</p> <p>3.1.4.5a Individual social needs</p> <p>3.1.4.6a Social histories/life reviews</p> <p>3.1.5a Data collection methods, including:</p> <p>3.1.5.1a Observation</p> <p>3.1.5.2a Interviewing</p> <p>3.1.5.3a Reviewing interdisciplinary documentation.</p> <p>3.1.6a Activity risk assessment</p> <p>3.1.7a Outing risk assessment</p>	<p>3.1.2b Selection of appropriate assessment tools, such as</p> <p>3.1.2.1b Leisure assessment</p> <p>3.1.2.2b Social assessment</p> <p>3.1.2.3b Functional assessment</p> <p>3.1.2.4b Needs assessment</p> <p>3.1.2.5b Environmental and community assessment</p> <p>3.1.2.6b Observation assessment</p> <p>3.1.3b Implement and use agency specific assessment tools, including</p> <p>3.1.3.1b Leisure assessment tools</p> <p>3.1.3.2b Social assessment tools</p> <p>3.1.3.3b Functional assessment tools</p> <p>3.1.3.4b Needs assessment tools</p> <p>3.1.3.5b Environmental and community assessment tools</p> <p>3.1.4b Identify and use generic assessment tools</p> <p>3.1.5b Design assessment tools</p> <p>3.1.6b Evaluate appropriateness of assessment tools</p> <p>3.1.7b Critically analyse assessment results</p> <p>3.1.8b Interpretation of results</p> <p>3.1.9b Apply assessment results</p>
<p><b>4. Client evaluation</b></p>	<p><b><i>To determine and document individual outcomes from leisure programs</i></b></p> <p><u>4.1a Client Evaluation</u> <i>Course content to include:</i></p> <p>4.1.1a Definition of evaluation</p> <p>4.1.2a Importance of evaluation</p> <p>4.1.3a Uses of evaluation</p> <p>4.1.4a Use evaluation data tools</p> <p>4.1.5a Monitor and determine effectiveness of intervention</p> <p>4.1.6a Document the evaluation</p>	<p><b><i>To critically analyse and record individual outcomes for the continuous improvement of leisure programs and to determine the level of attainment of goals and their effectiveness</i></b></p> <p><u>4.1b Client Evaluation</u> <i>Additional course content to include:</i></p> <p>4.1.1b Develop agency specific evaluation tools</p> <p>4.1.2b Implement and use agency specific and generic evaluation tools</p> <p>4.1.3b Selection of evaluation methods such as surveys, interviews, observation, case conferencing, documentation review</p> <p>4.1.4b Understand reasons for evaluation</p> <p>4.1.5b Interpretation of results</p>



		4.1.6b Implement changes based on results
<p><b>5. Leisure and recreation programming</b></p>	<p><b><i>To understand and demonstrate skills in leisure and recreation programming</i></b></p> <p><u>5.1a Effective Facilitation Skills</u> <i>Course content to include:</i> 5.1.1a Different types of facilitation approaches 5.1.2a Maximising participation 5.1.3a Using structure effectively 5.1.4a Facilitation skills 5.1.5a Use of resources 5.1.6a Presentation style 5.1.7a Dealing with different participants</p> <p><u>5.2a Event Management</u> <i>Course content to include:</i> 5.2.1a Identifying a need 5.2.2a Planning and organising 5.2.3a Implementation 5.2.4a Evaluation 5.2.5a Promotion 5.2.6a Management of resources for events</p> <p><u>5.3b Leisure Education</u> <i>Additional course content to include:</i> 5.3.1b Concepts and definitions 5.3.2b Application <u>5.4b Activity and task analysis</u> <i>Additional course content to include:</i> 5.4.1b Processes 5.4.2b Application 5.4.3b Activity modification</p> <p><u>5.5a Leisure/recreation activities/games/sports</u> <i>Course content to include:</i> 5.5.1a Develop an awareness of the range of leisure and recreation options/experiences available. 5.5.2a Resource materials required to facilitate activities 5.5.3a Identify components of an activity and match it to the ability of an individual 5.5.4a Use of adaptive devices</p> <p><u>5.6a Activity Modification</u> <i>Course content to include:</i></p>	<p><b><i>To apply advanced leisure and recreation programming skills</i></b></p>

	<p>5.6.1a Types (e.g. sequence, timing, participant numbers, etc) 5.6.2a Implementation of activity modification</p> <p><u>5.7a Resource Adaptation</u> <i>Course content to include:</i> 5.7.1a Types (e.g. Human/staff, financial, time, environment, equipment, etc) 5.7.2a Implementation of resource adaptation</p> <p><u>5.8a Programming</u> <i>Course content to include:</i> 5.8.1a Use information from data collection tools to develop individual program plans 5.8.2a Develop group program plans and schedules 5.8.2a Goal development 5.8.3a Implementing program plans 5.8.5a Meeting individual client needs 5.8.6a Resource audits 5.8.7a Matching client need to available resources 5.8.8a Monitoring levels of participation 5.8.9a Implement motivational strategies based on individual needs 5.8.10a Undertake and implement activity risk assessments 5.8.11a Undertake and implement outing risk assessments</p>	<p><u>5.8b Programming</u> <i>Additional course content to include:</i> 5.8.1b Coordinate the design and development of Diversional Therapy programs 5.8.2b Develop individualised plans from assessment 5.8.3b Design and implement individual program plans including therapeutic plans, recreation plans and Diversional Therapy care plans. 5.8.4b Design group program plans and schedules. 5.8.5b Use clinical judgement in establishing the frequency, intensity and duration of programs 5.8.6b Development of individualised measurable goals 5.8.7b Design motivational strategies based on individual needs. 5.8.8b Meet individual client needs 5.8.9b Design resource audits 5.8.10b Develop and design tools for monitoring levels of participation</p>
<p><b>6. Program evaluation</b></p>	<p><b><i>To understand and demonstrate skills in leisure and recreation program evaluation</i></b> <i>Course content to include:</i> 6.1a Monitor and determine effectiveness of the activity in relation to individual and group needs 6.2a Monitor and determine effectiveness of the program in relation to clients. 6.3a Document the evaluation</p>	<p><b><i>To develop and apply advanced program evaluation techniques and strategies</i></b> <i>Additional course content to include:</i> 6.1b Monitor and determine effectiveness of the program in relation to the Diversional Therapy department and the organisation 6.2b Develop agency specific evaluation tools</p>

		<p>6.3b Implement and use agency specific and standardised evaluation tools</p> <p>6.4b Selection of evaluation methods such as surveys, interviews, observation, case conferencing, documentation review</p> <p>6.5b Understand reasons for evaluation</p> <p>6.6b Analysis and interpretation of results</p> <p>6.7b Implement changes based on results</p>
<p><b>7. Communication</b></p>	<p><b><i>To understand and demonstrate effective communication skills to maximise professional practice</i></b></p> <p><u>7.1a Interpersonal Communication</u> <i>Course content to include:</i></p> <p>7.1.1a Major elements of communication such as the source-receiver, encoder, etc)</p> <p>7.1.2a Barriers and factors affecting effective communication</p> <p>7.1.3a Effective listening</p> <p>7.1.4a Cross cultural communication</p> <p>7.1.5a Non verbal communication</p> <p>7.1.6a Assertiveness skills</p> <p>7.1.7a Maintain workplace relations</p> <p>7.1.8a Interviewing skills</p> <p><u>7.2a Networking</u> <i>Course content to include:</i></p> <p>7.2.1a Importance</p> <p>7.2.2a Strategies</p> <p><u>7.3a Promotion</u> <i>Course content to include:</i></p> <p>7.3.1a Personal knowledge, skills and attributes</p> <p>7.3.2a Diversional Therapy program and activities</p> <p>7.3.3a Profession</p> <p><u>7.4a Professional communication and guidance</u> <i>Course content to include:</i></p> <p>7.4.1a With intent to assist and help</p>	<p><b><i>To design and implement effective communication strategies to maximise professional practice</i></b></p> <p><u>7.1b Interpersonal Communication</u> <i>Additional course content to include:</i></p> <p>7.1.1b Advanced interviewing skills</p> <p>7.1.2b Conflict management</p> <p>7.1.3b Negotiation techniques</p> <p>7.1.4b Conflict resolution skills</p> <p><u>7.2b Networking</u> <i>Additional course content to include:</i></p> <p>7.2.1b Identify, build and maintain effective networks</p> <p>7.2.2b Represent the organisation and broader profession</p> <p><u>7.4b Professional communication and guidance</u> <i>Additional course content to include:</i></p>

7.4.2a Demonstrate empathy  
7.4.3a Demonstrate paraphrasing  
and reflective listening skills

7.5a Advocacy

*Course content to include:*

7.5.1a Definition including types  
(self, client and profession)  
7.5.2a Significance of the  
advocacy role when working with  
marginalised groups  
7.5.3a Boundaries and limitations

7.6a Group work

*Course content to include:*

7.6.1a Basic group process and  
dynamics  
7.6.2a Identifying group  
behaviours  
7.6.3a Facilitating participation in  
groups  
7.6.4a Utilizing volunteers/other  
staff in group activities

7.7a Written communication

*Course content to include:*

7.7.1a Workplace documentation  
including: letters, emails, meeting  
agendas and minutes, session  
plans, and activities programs  
7.7.2a Developing newsletters

7.8a Documentation

*Course content to include:*

7.8.1a Definition  
7.8.2a Significance  
7.8.3a Types of forms in relation  
to work role  
7.8.4a Maintaining work related  
documentation, for example  
session plans, participation records  
etc  
7.8.5a Overview of the legal  
obligations in relation to  
documentation and record keeping

7.9a Stress management

*Course content to include:*

7.9.1a Definition  
7.9.2a How to identify  
7.9.3a Strategies for dealing with  
stress including assertiveness

7.4.1b To assist with grief and loss  
issues

7.5b Advocacy

*Additional course content to*

*include:*

7.5.1b Advocate on behalf of DT  
staff and the Diversional Therapy  
department  
7.5.2b Avenues – political and  
organisational  
7.5.3b Techniques/processes in  
advocating

7.6b Group work

*Additional course content to*

*include:*

7.6.1b Advanced group process  
and dynamics  
7.6.2b Managing group behaviours  
7.6.3b Leadership and team  
building skills  
7.6.4b Evaluating group  
interaction and programming

7.7b Written communication

*Additional course content to*

*include:*

7.7.1b Report writing  
7.7.2b Preparation of funding  
submissions/applications  
7.7.3b Media releases

7.8b Documentation

*Additional course content to*

*include:*

7.8.1b Maintaining and monitoring  
work related documentation, for  
example, individual program plans,  
continuous improvement records.  
7.8.2b Legal responsibilities in  
professional practice  
7.8.3b Development of  
organisational policies and  
procedures

7.9b Stress management

*Additional course content to*

*include:*

7.9.1b Recognise stressors in the  
team  
7.9.2a Develop and implement  
strategies for managing stress in  
the team

	<p><u>7.10a Team work</u> <i>Course content to include:</i> 7.10.1a Participation in case conferences 7.10.2a The characteristics of an effective team 7.10.3a Initiate referrals to appropriate personnel</p>	<p><u>7.10b Team work</u> <i>Additional course content to include:</i> 7.10.1b Exploration of effective teamwork strategies 7.10.2b Manage and initiate case conferences 7.10.3b Working as an allied health professional within multidisciplinary and interdisciplinary teams</p>
<p><b>8. Management</b> <i>Includes management of personnel, volunteers and students.</i></p>	<p><b><i>Effective self management</i></b> <u>8.1a Time Management</u></p>	<p><b><i>To effectively manage human and other resources</i></b> <u>8.2b Management skills</u> <i>Course content to include:</i> 8.2.1b Planning skills 8.2.2b Organisational skills 8.2.3b Leadership skills 8.2.4b Basic financial management skills 8.2.5b Performance management skills (eg. facilitating annual performance appraisals) 8.2.6b Advanced event management skills 8.2.7b Development and dissemination of relevant policies and procedures and other Diversional Therapy documentation 8.2.8b Program coordination 8.2.9b Delegation</p>
<p><b>9. Quality Management</b></p>	<p><b><i>Contribute to continuous improvement processes within the organisation</i></b> <u>9.1a Continuous Quality Improvement</u> <i>Course content to include:</i> 9.1.1a Definition 9.1.2a Importance/value 9.1.3a Processes 9.1.4a How to contribute 9.1.5a Appropriate documentation 9.1.6a Legislated requirements</p>	<p><b><i>Initiate, plan, lead and evaluate continuous improvement processes within Diversional Therapy practice</i></b> <u>9.1b Continuous Quality Improvement</u> <i>Additional course content to include:</i> 9.1.1b Identify opportunities for CQI 9.1.2b Prioritise CQI projects 9.1.3b Initiate CQI project implementation 9.1.4b Understand CQI processes and documentation requirements and be able to implement these within the organisation 9.1.5b Understand feedback mechanisms</p>

		<p>9.1.6b Design and implement evaluation strategies for CQI projects.</p> <p>9.1.7b Understanding of the process and significance of benchmarking activities</p> <p>9.1.8b Design, implement and evaluate a small/basic research project</p> <p>9.1.9b Participate in relevant research projects</p>
<p><b>10. Leadership skills</b></p>	<p><b><i>To effectively coordinate volunteers, students, guest speakers and others with the support of management</i></b></p> <p><i>Course content to include:</i></p> <p>10.1a Monitoring skills (importance and values)</p> <p>10.2a Facilitation skills</p> <p>10.3a Directing skills</p> <p>10.4a Motivation skills</p> <p>10.5a Leadership styles and effective leadership qualities</p> <p>10.6a Time management skills</p>	<p><b><i>To effectively lead teams</i></b></p> <p><i>Additional course content to include:</i></p> <p>10.1b Effective use of leadership styles</p> <p>10.2b Understanding of the qualities of effective leaders and an ability to implement these in practice</p> <p><u>10.2b Mentoring skills</u></p> <p><i>Additional course content to include:</i></p> <p>10.2.1b Initiate mentoring</p> <p>10.2.2b Develop mentoring plans</p> <p>10.2.3b Evaluate outcomes and progress</p>
<p><b>11. Legal and ethical issues</b></p>	<p><b><i>To understand and demonstrate a commitment to legal and ethical practice</i></b></p> <p><u>11.1a Ethics</u></p> <p><i>Course content to include:</i></p> <p>11.1.1a Identification, appreciation, value and implementation of the following:</p> <p>    11.1.1.1a Values and attitudes</p> <p>    11.1.1.2a Code of ethics</p> <p>    11.1.1.3a Duty of care</p> <p>    11.1.1.4a Confidentiality</p> <p>    11.1.1.5a Ethical behaviour and work practices</p>	<p><b><i>To critically analyse and incorporate into professional practice where required</i></b></p> <p><u>11.1b Ethics</u></p> <p><i>Additional course content to include</i></p> <p>11.1.1b Link the following to professional practice</p> <p>    11.1.1.1b Values and attitudes</p> <p>    11.1.1.2b Code of ethics</p> <p>    11.1.1.3b Duty of care</p> <p>    11.1.1.4b Confidentiality</p> <p>    11.1.1.5b Ethical behaviour and work practices</p> <p>11.1.2b Incorporate these into policies, procedures and protocols</p> <p>11.1.3b Monitor correct implementation</p> <p>11.1.4b Review practice in line with current ethical thinking and legislation</p>

	<p><u>11.2a Relevant legislation</u> <i>Course content to include:</i> 11.2.1a Occupational Health and Safety Act 11.2.2a Privacy Act 11.2.3a Aged Care Act 11.2.4a Disability Services Act 11.2.5a Guardianship Act 11.2.6a Mental Health Act 11.2.7a Child protection Act 11.2.8a Equal Employment Opportunities</p>	<p>11.1.5b Develop strategies for maintaining currency</p>
<p><b>12. Maintaining professional competence</b></p>	<p><b><i>The maintenance of professional competence</i></b></p> <p><u>12.1a Continuing education</u> <i>Course content to include:</i> 12.1.1a Importance and value 12.1.2a Identifying continuous educational opportunities</p> <p><u>12.2a Networking</u> <i>Course content to include:</i> 12.2.1a Importance and value 12.2.2a Strategies for developing and maintaining</p>	<p><b><i>The maintenance of own and others' professional competence</i></b></p> <p><u>12.1b Continuing education</u> <i>Additional content course content to include:</i> 12.1.1b Participate in research or related projects</p> <p><u>12.2b Networking</u> <i>Additional course content to include:</i> 12.2.1b Identify, build and maintain effective networks 12.2.2b Represent and promote Diversional Therapy in accordance with the professional code of ethics</p>