

Degree entry level competency domains

1. Foundation knowledge for practice
 - Helping professions client/ clinician
 - Define overlap in other professions
 - Theories and principles of therapeutic relationships
 - Development of DT and purpose of practice- local, state and national
 - Historical foundations of the profession both in and Australian and American
 - Scope of practice and potential changes in practice with potential issues and influences shaping future provision
 - Definitions, philosophical concepts and service delivery implications
 - Code of ethics and knowledge of legal requirements
 - Code of conduct/ Standards of practice including privacy and consent, confidentially
 - Knowledge of credentialing, registration, licensure, accreditation and certification processes
2. Practise settings and service delivery models
 - Service provision based on goals and mission of service settings
 - Health, rehabilitation treatment, wellness, prevention and EBPs
 - Principles of normalisation, inclusion, self-determination, social role valorisation, empowerment, autonomy
 - Role as client advocate
 - Process of APIE
 - Programming for groups
 - Programming for individuals
 - Regulatory agency accreditation, evaluation and legislation requirements
 - Funding mechanisms for service provision
 - Aged Care Services (conditions, functional behaviours with conditions Rx meds)
 - Disability services (conditions, functional behaviours with conditions Rx meds)
 - Mental health (conditions, functional behaviours with conditions Rx meds)
 - Rehabilitative service (conditions, functional behaviours with conditions Rx meds)
 - Youth and adolescent services (conditions, behaviours with conditions Rx meds)
 - Corrections (conditions, functional behaviours with conditions Rx meds)

3. Knowledge base to inform practice

- Recreation
- Leisure
- Psychology
- Anatomy and physiology
- Cultural safety and cultural competence including social attitudes
- Sociology SDH and environmental factors
- Learning theories
- Human growth and development
- Health care systems
- Counselling
- Communication
- Medical terminology
- Facilitation techniques

4. Assessment for service provision

- Service setting policies and procedures assist to determine protocols
- Knowledge of tools to measure physical, cognitive, emotional and social functioning
- Knowledge of psychometric properties of tests and measurements
- Knowledge of assessments used by other disciplines appropriate for practice
- The international classification of functioning (ICF) be incorporated with the impact of limitations and restriction
- Skills in functional performance testing and rapid assessment instruments
- Review of secondary information including referral
- Establish effective relationship for initial consult, meet and discuss needs
- Identify a variety of functional behaviours with associated factors and gaps according to service provisioning
- Select and use appropriate assessment methods and measures
- Inform client of results to assist in processing the treatment, enhancing self-awareness
- Record and report through the nature and function of documentation procedures and systems the organisation utilises
- Analyse the information gained from the assessment

5. Intervention plans

- Development of goals with client, based on assessment outcomes
- Understanding of activity modification
- Awareness of assistive techniques and devices to facilitate appropriate interventions
- Resource availability for service planning
- Plan incorporates needs, abilities, strengths, gaps, diagnosis and preferences
- Select intervention goals with consideration to resources and best practice

- develop and evidenced based evaluation plan
 - client interaction to answer any questions about intervention plan
 - Informed consent gained to plan intervention
 - Risk assessment and safety management considered for intervention
6. Program development and delivery
- Activity analysis
 - Task analysis
 - Modalities and associated benefits
 - Consideration of adaptations, modifications and assisted technology to facilitate participation
 - Evidence based practice to develop program
 - Program proposal has goals, measures and evaluation
 - Identification of client supports necessary and evaluating the effectiveness of them
 - Facilitation techniques considered for program delivery
 - Group treatment programming
 - Facilitate a variety of evidence-based interventions/ modalities to reach treatment outcomes
 - Consideration of continuum model of service delivery
7. Documentation
- Service record of each clients' program participation
 - Comply with agency specific terminology to record client's involvement with interventions including frequency, duration and nature of participation
 - Document behavioural observation
 - Document assessment outcomes from a variety of instruments
 - Document treatment and processes
 - Document procedures for program planning, accountability and service payment (where appropriate)
 - Review of program progression and update where appropriate
 - Relevant information communicated to and from other service providers through referral, documenting additional provision, transition planning and discharge planning
 - Methods to interpret programs and outcomes for program evaluation
 - Record keeping and retention of records comply with organisation and legislative requirement
 - Reports are completed in a timely manner
 - Documentation completed, adhering to legislation
8. Evaluation
- Review progress and outcomes
 - Use a variety of formal and informal measures, both qualitative and quantitative
 - Discuss client progress in context of term intervention-interdisciplinary
 - Aware of the evaluative requirements of regulatory agencies
 - Evaluate the efficiency and effectiveness of services using formative and summative methods

- Skills in integrating systematic methods of evaluation for both individuals and groups
 - Modification to program based on ongoing review
 - Termination of intervention when client outcomes are achieved
 - Use and apply stakeholder feedback with program
 - Interpret and apply information about program outcomes
9. Evidence based practice and research
- Awareness of appropriate journals related to practice
 - Ability to search various databases on a particular topic
 - Complete a literature review
 - Apply techniques of evidence-based practice to your own practice
 - Understand the different types of research and why they are used
 - Data collection methods
 - Apply evidence-based practice to treatment interventions and programs typically used for outcomes in rehabilitation, mental health or other disabling conditions
 - Use research findings to support the development of programs and services
10. Interprofessional teamwork and communication
- Ethical issues in health care and human services
 - Interviewing stages and strategies
 - Role in relation to allied health on the basis of collaboration
 - Understanding other professional roles with collaborative team
 - Principles and processes of interdisciplinary treatment teams
 - Build rapport and trust with interprofessional relationships
 - Interprofessional consultation
 - Effective communication through oral, written and electronic means
 - Support and facilitate reciprocal communication
 - Roles and responsibilities of DT in interdisciplinary treatment process
 - Communicate using respect and dignity
 - Seek others perspective
 - Case conference
 - Professional boundaries
 - Communicate appropriately using team STEPPS
 - Appropriate sharing of knowledge
11. Management of service provision
- Awareness of organisational structure and DT role in context
 - Awareness, management and utilisation of resources (policies, budget, grants, space, facilities, supplies, staff, interprofessional collaboration, volunteers and students)
 - Techniques financing, budgeting cost accounting, rate setting, fiscal accountabilities
 - Program follows agency policy & procedures,
 - Training and CPD plans
 - Assign tasks appropriately to staff based on competencies
 - Roles and responsibilities for different levels of personnel in the department

- Evaluate suitability of community inclusion opportunities (consent, intake, membership criteria costs)
 - Outing assessment/ risk management
 - SWOT analysis on department including volunteers
 - Team communications
 - Legal and ethical ramifications of treatment
 - Principles of marketing, promotions and public relations
 - Clinical supervision and education of staff
 - Work health and safety department compliance
 - Digital literacy computer programs, digital literacy
12. Continuous professional development
- At least 20 hours of approved education for professional development each year
 - A bases of credentialing as DT/RT practitioner
 - An awareness of research guidelines and application within in workplace setting
 - Evaluate own competence through self-assessed skills and gaps for initial membership and credentialing, with a two-year development plan
 - The two-year development plan should be completed by all members
 - New 'practitioners' will initially be developing their plan around their weaknesses in baseline 'new grad' competencies.
 - After 10 years of membership there is an expectation or requirement of adding to the body of knowledge through developing a research project in workplace setting and publication of project.
 - Personal responsibility of CPD and appropriate resources
 - Promotion of the profession
 - Monitoring others
 - Participates in performance review
 - Sharing knowledge
 - Participate in research to advance the field