

# Develop, implement, evaluate, and adapt diversional therapy group care plans

Trainee assessment portfolio

5788 V4 Level 4 Credits 8

Trainee name \_\_\_\_\_

NZQA number

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careerforce

## Important information

People assessed as competent in this unit standard are able to:

- Assess the diversional therapy needs of a group.
- Develop a diversional therapy group care plan.
- Implement a diversional therapy group care plan.
- Evaluate and adapt, where required, a diversional therapy group care plan.

## Pre-requisite

- 1 Unit standard 23918: *Describe the philosophy, purpose, and benefits of diversional therapy, and the role and skills of diversional therapists; or demonstrate equivalent skills and knowledge.*  
NB For the purposes of this assessment (5788 V4), this pre-requisite unit standard 23918 must have been completed or evidence supplied of “equivalent skills and knowledge”.

## Special notes

- 1 In this sector, support given to a person should be given in a manner that maximises the independence of that person. Support must be appropriate to the needs of the person and utilise existing strengths and, wherever possible, optimise the use of the local community. Performance of the elements of this unit standard must fit within these broad parameters.
- 2 This unit standard cannot be assessed against in a simulated environment. It is required that people seeking credit for this unit demonstrate competence and be assessed in the workplace: through paid or unpaid employment, or in placements in a service provider workplace negotiated by an education provider.
- 3 Assessment must be within the boundaries of the diversional therapist’s role.
- 4 Evidence is required for two diversional therapy group care plans: one for a group special occasion and one for an everyday group activity. The two diversional therapy group care plans may be developed for two different groups, or for the same group.

## 5 Definitions

- a **Diversional therapy group care plan** includes the principles and purpose of group work, and entails managing a group of people who come together to participate in a joint activity.
- b **Organisation’s policies and procedures** are the policies and procedures of the employing organisation of the employee and include ethical codes, standards, and requirements of this organisation and any other organisation(s) involved.
- c **Person/consumer** in the context of this unit standard means someone accessing services in a health or disability setting in a residential care facility or in a private home – their own or a friend’s, group, or family member’s.
- d **Special occasion** refers to a celebration of a special event.

- 6 The current version of the following legislation, codes and documents must be complied with, including but not limited to the:
  - a Treaty of Waitangi;
  - b New Zealand Society of Diversional Therapists’ *Standards of Practice and Code of Ethics*. Available from <http://www.diversionaltherapy.net.nz>;
  - c Mental Health (Compulsory Assessment and Treatment) Act 1992;
  - d Health and Safety in Employment Act 1992;
  - e Privacy Act 1993;
  - f Accident Rehabilitation and Compensation Insurance Act 1992;
  - g *The United Nations Principles for Older Persons 1991*, based on declaration of rights by the International Federation on Ageing (IFA);
  - h Health and Disability Commissioner (*The Code of Health and Disability Services Consumers’ Rights*) Regulations 1996.

## References

- The organisation’s policies and procedures.
- “Portfolio and Case Study Development” document (found at the end of this assessment portfolio).

## The trainee assessment portfolio contains

- Instructions.
- Important information.
- Feedback form.
- Assessment record sheet.
- “Portfolio and Case Study Development” document.

## Instructions

- To complete this assessment you will need to develop a portfolio of documents which demonstrates that you have met all of the requirements of the unit standard. Please read the “Portfolio and Case Study Development” document which is found at the end of the assessment portfolio, before you start the assessment for this unit standard.
- This portfolio will include:
  - Actual (original) documentation; and/or
  - A case study based on a real situation that you have written for this assessment.

Your portfolio will need to be supported by additional oral or written commentary that you provide to your assessor to demonstrate your competence in areas which are not covered by the actual (original) documentation or case study.

- Where you use copies of original documents you will need to ensure that all identifying details of the consumer are removed. Removal of identifying details may not be needed if you gain consent from the consumer to use the documentation that you have developed. In this case, written evidence of consent should be included.
- Your assessor will discuss with you the “professional assessment” process involved in achieving the expected outcomes from this assessment.
- Attach all written material to the trainee assessment portfolio.
- Your performance of the activities needs to be completed in a professional manner which shows the assessor that you have a full understanding of all that is involved. The assessor may require you to perform the tasks on more than one occasion to ensure that you can demonstrate consistency of performance.
- All of your responses must be in accordance with your organisation’s policies and procedures. You need to ensure that a copy of the appropriate section(s) of your organisation’s policies and procedures is/are available as evidence to assist the assessor.
- Please give your trainee assessment portfolio to your assessor so feedback and comments can be provided.
- On successful completion, the results will be processed and sent to Careerforce for registering credits on the National Qualifications Framework.
- Should you require assistance with any aspect of the assessment, please contact your assessor.

## Overview of assessment

Activity	Description	Unit Standard
Assessment Task Task One (Blue)	Assessing the diversional therapy needs of a group, and developing, implementing, evaluating and adapting two diversional therapy group care plans.	Element 1 Element 2 Element 3 Element 4

# Written assessment task

Task One - Assessing the diversional therapy needs of a group, and developing, implementing, evaluating and adapting two diversional therapy group care plans.

You may use original documents to meet the requirements of this assessment. Please make sure that you have read and understood the section at the end of this assessment portfolio which discusses the development of a portfolio and/or a case study.

You are required to identify and assess a group (or two groups depending on the proposed plans) for their diversional therapy group needs, and then develop two diversional therapy group care plans based on these identified needs. You will then implement, evaluate and adapt – where required – these diversional therapy group care plans.

The required diversional therapy group care plans are:

- 1 For an everyday activity for a group; and
- 2 For a special occasion for a group.

The documents you develop will be based on the requirements of your organisation, and on documents that you have developed over time to help you with assessing people's needs and planning a diversional therapy group activity.

The checklists which follow (one for each activity) list all of the matters that you must consider and include in your portfolio/case study.

Tick off each item, and make a brief note of any item for which you were unable to gather material or that you were concerned about.

Your assessor will use a "professional assessment" process to confirm the validity of all of the documents you have attached.

## 1. Diversional Therapy Group Care Plan for an Everyday Activity

All of the items included in the following checklist must be completed to achieve the expected outcomes for the group.

### Assessing the diversional therapy needs of a group

The assessment of the diversional therapy needs of the group was carried out:	
• In consultation with members of the group.	<input checked="" type="radio"/>
• In accordance with group members' choices and abilities.	<input checked="" type="radio"/>
• In accordance with your organisation's policies and procedures. (1.1)	<input checked="" type="radio"/>
Assessment was carried out in a manner that maximised the independence of the group, was appropriate to group members' needs, utilised existing strengths, and wherever possible optimised the use of the local community. (Special note1)	<input checked="" type="radio"/>
Comment (if required):	

## Developing the diversional therapy group plan for an everyday activity

(Aspects of the plan that could be included are group size, resources, contingencies, purpose, safety, accessibility, facilities, staffing, costings, appeal and/or attraction, benefits, capacity, risk management plan, environment, other).

The plan must identify and record goals that reflect group members' choices and abilities. (2.1)	<input checked="" type="radio"/>
These goals must also take into account your organisation's policies and procedures, and include a risk management plan that identifies health and safety issues relative relative to group members and others involved in the activity. (2.2, 2.3)	<input checked="" type="radio"/>
Comment (if required):	
Develop a diversional therapy group care plan (for the group who you have previously assessed) that reflects:	<input checked="" type="radio"/>
<ul style="list-style-type: none"><li>• Group members' choices and abilities (2.1)</li></ul>	<input checked="" type="radio"/>
<ul style="list-style-type: none"><li>• Your organisation's policies and procedures (2.2)</li></ul>	<input checked="" type="radio"/>
and which:	<input checked="" type="radio"/>
<ul style="list-style-type: none"><li>• Includes a risk management plan (2.3); and</li></ul>	<input checked="" type="radio"/>
<ul style="list-style-type: none"><li>• Identifies health and safety issues relative to group members and others involved in the activity. (2.3)</li></ul>	<input checked="" type="radio"/>
Comment (if required):	

## Implementing the diversional therapy group plan for an everyday activity

Undertake the planned diversional therapy activities using the diversional therapy group care plan you have developed. Evidence for undertaking these activities could include photographs, a log book or a written summary of the activities, feedback analysis etc. Remember that evidence of consent is required from the participants if photographs are included as part of the assessment.



The diversional therapy activities undertaken must reflect group members' choices and abilities, the diversional therapy group care plan, and your organisation's policies and procedures. (3.1, 3.2)



Comment (if required):

## Evaluating and adapting – where required – the diversional therapy group plan for an everyday activity

Carry out an evaluation of the diversional therapy group care plan. (4.1)	<input type="radio"/>
Check that the plan is:	<input type="radio"/>
<ul style="list-style-type: none"> <li>• Fit for purpose.</li> </ul>	<input type="radio"/>
<ul style="list-style-type: none"> <li>• Applicable to the activities undertaken.</li> </ul>	<input type="radio"/>
<p>The evaluation of the diversional therapy group care plan may include consideration of the following elements:</p> <ul style="list-style-type: none"> <li>• Group size</li> <li>• Resources</li> <li>• Contingencies</li> <li>• Purpose</li> <li>• Safety</li> <li>• Accessibility</li> <li>• Facilities</li> <li>• Staffing</li> <li>• Costings</li> <li>• Appeal and/or attraction</li> <li>• Benefits</li> <li>• Capacity</li> <li>• Risk management plan</li> <li>• Environment</li> <li>• Other</li> </ul>	
Include any adaptations you made (if any) to the diversional therapy group care plan as a result of the evaluation. (4.2)	<input type="radio"/>
<p>Comment (if required):</p>	

### Assessor confirmation:

Assessor's name	Assessor's number
Signature	Date



## Developing the diversional therapy group plan for a special occasion

(Aspects of the plan that could be included are group size, resources, contingencies, purpose, safety, accessibility, facilities, staffing, costings, appeal and/or attraction, benefits, capacity, risk management plan, environment, other).

The plan must identify and record goals that reflect group members' choices and abilities. (2.1)	●
These goals must also take into account your organisation's policies and procedures, and include a risk management plan that identifies health and safety issues relative relative to group members and others involved in the activity. (2.2, 2.3)	●
Comment (if required):	
Develop a diversional therapy group care plan (for the group who you have previously assessed) that reflects:	●
<ul style="list-style-type: none"> <li>• Group members' choices and abilities (2.1)</li> </ul>	●
and which:	●
<ul style="list-style-type: none"> <li>• Your organisation's policies and procedures (2.2)</li> <li>• Includes a risk management plan (2.3); and</li> <li>• Identifies health and safety issues relative to group members and others involved in the activity. (2.3)</li> </ul>	●
Comment (if required):	

## Implementing the diversional therapy group plan for a special occasion

Undertake the planned diversional therapy activities using the diversional therapy group care plan you have developed. Evidence for undertaking these activities could include photographs, a log book or a written summary of the activities, feedback analysis etc. Remember that evidence of consent is required from the participants if photographs are included as part of the assessment.



The diversional therapy activities undertaken must reflect group members' choices and abilities, the diversional therapy group care plan, and your organisation's policies and procedures. (3.1, 3.2)



Comment (if required):

## Evaluating and adapting – where required – the diversional therapy group plan for a special occasion

Carry out an evaluation of the diversional therapy group care plan. (4.1)	<input type="radio"/>
Check that the plan is:	<input type="radio"/>
<ul style="list-style-type: none"> <li>• Fit for purpose.</li> </ul>	<input type="radio"/>
<ul style="list-style-type: none"> <li>• Applicable to the activities undertaken.</li> </ul>	<input type="radio"/>
<p>The evaluation of the diversional therapy group care plan may include consideration of the following elements:</p> <ul style="list-style-type: none"> <li>• Group size</li> <li>• Resources</li> <li>• Contingencies</li> <li>• Purpose</li> <li>• Safety</li> <li>• Accessibility</li> <li>• Facilities</li> <li>• Staffing</li> <li>• Costings</li> <li>• Appeal and/or attraction</li> <li>• Benefits</li> <li>• Capacity</li> <li>• Risk management plan</li> <li>• Environment</li> <li>• Other</li> </ul>	
Include any adaptations you made (if any) to the diversional therapy group care plan as a result of the evaluation. (4.2)	<input type="radio"/>
<p>Comment (if required):</p>	

## Assessor confirmation:

Assessor's name	Assessor's number
Signature	Date



# Portfolio and Case Study Development

## What is a Portfolio?

A portfolio is a collection of your working papers that must be assembled to meet the requirements of a particular assessment. A portfolio will include copies of all documents that you have used or written when supporting a person (or people) in a health, disability or community setting. When reviewing your portfolio, an assessor will expect to see clear evidence that the documentation you have provided meets the required outcomes of the assessment task.

When planning a portfolio, you must obtain the consent of all parties involved. Even when consent has been granted, you may still need to remove key identifying details of the person or people you are supporting.

The documentation you provide in a portfolio will vary, depending on the requirements of the particular assessment task. But all portfolios are likely to include:

- Signed consent forms from the people with whom you have worked, that allow you to include documents such as the copy of a care plan or a person's social history.
- Copies of all notes you develop as you work with people in a supported setting e.g. photocopies of your field/case notes, observations, memos, reflective journal etc.
- Copies of all forms you may have used or created to carry out your role e.g. an incident reporting form, an activities register, a checklist for fieldtrips/outings etc.
- Copies of all documents that your organisation requires you to comply with or complete as part of your work e.g. copies of specific policies and procedures, a service delivery plan, an inventory of equipment, a risk management strategy etc.

It is generally acceptable to include documentation that has been developed within the last twelve months of your practice with the person or people you are supporting.

# Portfolio and Case Study Development

## What is a Case Study?

A case study is a presentation that describes your experiences with a particular person(s) or situation. This presentation may be fictionalised to the extent that identifying details are removed; but a case study should be based on an experience that *actually happened* in connection with a person(s) you were supporting, or with a particular situation that you were involved in. When reviewing your case study, an assessor will expect to see clear evidence that the documentation you have provided meets the required outcomes of the assessment task.

A case study can be used to provide evidence about a person or situation that:

- You have worked with or in as part of your support role.
- Links theory to practice.
- Leads you to reflect on the situation and on the steps you took.
- Can be verified as having actually taken place.

A case study can be presented in one of three ways (or a combination of these ways):

- 1 A collection of copies of documents which have been completed based on details, plans and evaluations associated with a person(s) or situation, with all identifying detail removed. Together, these documents should *provide details of the person(s) or situation that you were involved in; what happened and why; what the outcomes were; and what you learnt from the experience.*
- 2 A written (essay) format that contains the same information specified in italics in 1 above.
- 3 A standalone oral and/or PowerPoint presentation that contains the same information specified in italics in 1 above.

It is generally acceptable to include documentation that has been developed within the last twelve months of your experience of the person or people you are supporting or the situation(s) that is/are the subject of your case study.

It is important that your manager, supervisor or team leader confirms that the case study you have developed reflects an actual situation in which you were involved.



# 5788 V4 – Develop, implement, evaluate, and adapt diversional therapy group care plans

Level 4 Credits 8

## Assessment record sheet

Trainee information		
Name		
Employer		
NZQA/NSI number (ROL)	Date of birth	
Trainee statement of authenticity		
I hereby state that the evidence submitted for assessment is my own work.		
Signature	Date	
Trainee performance summary (completed by assessor)		
Assessment tasks	No credit	Credit
Task One	<input type="radio"/>	<input type="radio"/>
Reassessment	<input type="radio"/>	<input type="radio"/>
Comments/feedback to trainee		
Assessment result (completed by assessor)		
I have assessed the trainee and confirm:		
<input type="radio"/> The requirements have been met to demonstrate competency in 5788 V4.		
<input type="radio"/> Further evidence is required to demonstrate competency.		
Name	Assessor number	
Signed	Date	

On completion of the unit standard one copy of this assessment record sheet must be given to the trainee for his/her records and another copy sent to Careerforce so the credit can be registered on the NQF.

Quality Assurance Manager  
Careerforce Ltd  
PO Box 25 255  
Christchurch 8144

# 5788 V4 – Develop, implement, evaluate, and adapt diversional therapy group care plans

## Feedback form

### Please help us to improve our trainee assessment portfolio.

Careerforce is always keen to review its materials to improve the quality of the learning experience. You can help us by telling us what you think of this assessment portfolio and by offering suggestions on ways it can be improved.

When you have answered the questions, please send this page to:

Quality Assurance Manager  
Careerforce Ltd.  
www.cssito.org.nz  
PO Box 25 255  
Christchurch  
Fax (03) 371 9285

What I liked most about the portfolio and why?

What I liked least about the portfolio and why?

Please give your rating of the following topics by ticking the relevant yes, no, or maybe boxes.

Topics or aspects of the content of this document	Yes	Maybe	No
Assessment record sheet is useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment questions are easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessment portfolio is well laid out and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments

Contact details (optional)

Name	Organisation
Telephone	E-mail

Quality Assurance Manager  
Careerforce Ltd  
PO Box 25 255  
Christchurch 8144