

Describe the philosophy, purpose, and benefits of diversional therapy, and the role and skills of diversional therapists

Level 3

Credits 4

Purpose People credited with this unit standard are able to describe the philosophy, purpose, and benefits of diversional therapy, and the role and required skills of diversional therapists.

Subfield Community Support

Domain Diversional Therapy

Status Registered

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Entry information Open.

Replacement information This unit standard replaced unit standard 5785.

Accreditation Evaluation of documentation and visit by NZQA and industry.

Standard setting body (SSB) Community Support Services Industry Training Organisation Limited

Accreditation and Moderation Action Plan (AMAP) reference 0024

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Special notes

- 1 Definition
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.
- 2 The current version of the following legislation, codes, and documents must be complied with, including but not limited to the:
Treaty of Waitangi;

New Zealand Society of Diversional Therapists' Standards of Practice and Code of Ethics; and *The History of the New Zealand Diversional Therapy Society* (Christchurch, The New Zealand Society of Diversional Therapy Inc, 2005), both available from <http://www.diversionaltherapy.net.nz>;
Mental Health (Compulsory Assessment and Treatment) Act 1992;
Health and Safety in Employment Act 1992;
Privacy Act 1993;
Accident Rehabilitation and Compensation Insurance Act 1992;
United Nations Principles for Older Persons 1991, based on declaration of rights by the International Federation on Ageing (IFA);
Health and Disability Commissioner (The Code of Health and Disability Services Consumers' Rights) Regulation 1996;
Occupational Therapy Board – Notice of Scope of Practice and Related Qualifications Prescribed by the Occupational Therapy Board, available at <http://www.otboard.org.nz/index.php?page=OccupationalTherapyScopeofPractice>.

Elements and performance criteria

Element 1

Describe the underlying philosophy, purpose, and benefits of diversional therapy.

Performance criteria

- 1.1 Diversional therapy is described in terms of its historical development in New Zealand.
- 1.2 The underpinning philosophy of diversional therapy is described in terms of its practice in New Zealand.
- 1.3 Diversional therapy is described in terms of its purpose.
- 1.4 Diversional therapy is described in terms of its benefits.

Element 2

Describe the role and required skills of diversional therapists.

Performance criteria

- 2.1 The role of the diversional therapist is described in relation to promoting the well-being of a person taking part in a diversional therapy programme.

Range socialisation, personal fulfilment, community integration, enhancing life skills, meaningful and positive experiences, maximising autonomy.
- 2.2 The specialist skills required by the diversional therapist are described in accordance with the New Zealand Society of Diversional Therapists' Standards of Practice and Code of Ethics.

- 2.3 The differences between diversional therapy and occupational therapy are described in terms of the defining competencies or standards of practice.

Please note

Providers must be accredited by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact the Community Support Services Industry Training Organisation Limited enquiries@cssito.org.nz if you wish to suggest changes to the content of this unit standard.