

<b>Title</b>	<b>Identify, implement, evaluate, and adapt diversional and recreational therapy activities in supportive environments</b>		
<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>4</b>

<b>Purpose</b>	People credited with this unit standard are, in a supportive environment, able to: investigate symptoms and conditions presented by a person within a diversional and recreational therapy context; identify, implement, and describe the benefits of diversional and recreational therapy activities or programmes for a person; and evaluate, and adapt, as required, diversional and recreational therapy activities or programmes for a person.
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<b>Classification</b>	Health, Disability, and Aged Support > Diversional Therapy
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<b>Available grade</b>	Achieved
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### Guidance Information

- 1 Legislation and Codes relevant to this unit standard include but are not limited to:
  - Accident Compensation Act 2001;
  - Crimes Act 1961, ss 2, 150A, 151, 195, 195A;
  - Health and Disability Commissioner (The Code of Health and Disability Services Consumers' Rights) Regulation 1996;
  - Health and Safety at Work Act 2015;
  - Mental Health (Compulsory Assessment and Treatment) Act 1992;
  - New Zealand Disability Strategy 2016-2026;
  - New Zealand Health Strategy 2016;
  - New Zealand Public Health and Disability Act 2000;
  - New Zealand Society of Diversional and Recreational Therapists' Standards of Practice and Code of Ethics. Available at: <https://diversionaltherapy.net.nz/>;
  - Privacy Act 1993;
  - Treaty of Waitangi;
  - Universal Declaration of Human Rights (Art. 24), based on the declaration proclaimed by the United national General Assembly in Paris on 10 December 1948;
  - United Nations Principles for Older Persons 1991, based on declaration of rights by the International Federation on Ageing (IFA).
  
- 2 In this sector, support given to a person should be provided 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 outcomes of this unit standard must fit within these broad parameters.

- 3 This unit standard cannot be assessed against in a simulated environment. People seeking credit for this unit standard are required to 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.
- 4 Assessment must be within the boundaries of the diversional and recreational therapist's role, and in accordance with organisational policies and procedures.
- 5 **Definitions**  
*Activities* are those chosen as appropriate for people in supportive environments; they may or may not form part of diversional and recreational therapy *programmes*. *Organisational policies and procedures* of the employing organisation include ethical codes, standards, and requirements of this organisation and any other organisation(s) involved.  
*People in supportive environments* refers to, but is not limited to, people receiving care such as: aged care facilities, mental care support, and group care homes with particular physical, social, cultural or emotional needs, interests or abilities deriving from or due to: dementia, neurodiversity, cerebral palsy, autism, down syndrome, stroke, arthritis, mental illness, orthopaedic conditions, multiple sclerosis, Parkinson's, depression, anxiety, addictions, hearing impairment, vision impairment, cognitive impairment, circulatory or respiratory conditions.  
*Person* refers to someone accessing health care services in different settings such as but not limited to - disability, mental health, District Health Board (DHB), aged care facility or in a private home – belonging to themselves, a friend, group, or family member.  
*Person's file* refers to a file of records pertaining to a person, compiled by the team providing care to that person.  
*Service delivery plan* is a generic term used to cover the individual plans that are developed by service providers with consumers and their families/whānau for service delivery.
- 6 Recommended skills and knowledge: Unit 23918, *Describe the philosophy, purpose, and benefits of diversional therapy, and the role and skills of diversional therapists*, or demonstrate equivalent skills and knowledge.

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## Outcomes and performance criteria

### Outcome 1

Investigate symptoms and conditions presented by a person in a supportive environment within a diversional and recreational therapy context.

Range evidence is required for four symptoms and conditions for at least two people.

### Performance criteria

- 1.1 The symptoms and conditions presented by people in supportive environments are investigated in terms of their ability to participate in diversional and recreational therapy activities.

**Outcome 2**

Identify, implement and describe the benefits of diversional and recreational therapy activities or programmes for a person in a supportive environment.

Range evidence is required for two activities or programmes for each of two people in different supportive environments.

**Performance criteria**

- 2.1 Diversional and recreational therapy activities or programmes that take account of the person's symptoms and conditions are identified.
- 2.2 Diversional and recreational therapy activities or programmes are implemented in accordance with the person's symptoms, conditions and supportive environment.
- 2.3 The benefits of diversional and recreational therapy activities or programmes are described in terms of the person's specific supportive needs.

**Outcome 3**

Evaluate and adapt, as required, diversional and recreational therapy activities or programmes for a person in a supportive environment.

Range evidence is required for two activities or programmes for two people.

**Performance criteria**

- 3.1 Diversional and recreational therapy activities or programmes are evaluated.  
Range the person's goals, the diversional and recreational therapist's recommendations, the person's identified symptoms, conditions and living environment.
- 3.2 Diversional and recreational therapy activities are adapted, as required, to meet the needs of the person, and relevant health and safety legislation.
- 3.3 Adaptations made to or within the diversional and recreational therapy activities and/or environment are recorded in the service delivery plan and/or person's file.

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<b>Planned review date</b>	31 December 2024
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**Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	29 August 1996	31 December 2021
Review	2	19 October 1999	31 December 2021
Revision	3	25 September 2001	31 December 2021
Review	4	17 April 2009	31 December 2021
Review	5	23 April 2020	N/A

**Consent and Moderation Requirements (CMR) reference**

0024

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

**Comments on this unit standard**

Please contact Careerforce [info@careerforce.org.nz](mailto:info@careerforce.org.nz) if you wish to suggest changes to the content of this unit standard.