



# Application for Course Recognition to qualify for Full membership – Cert IV Qualified

## Administrative information to be submitted by all applicants (Course Providers)

Name of Course Provider: .....

Course Provider's Organisation: .....

ABN: ..... Registration Number (RTOs only): .....

Full Postal address: .....  
.....

Phone: ..... Fax: .....

Email: .....

Website: .....

## Contact for correspondence

This is the person who will receive all correspondence, notifications and enquiries concerning the recognition of the course, from the DTA.

Title: ..... First name: ..... Last name: .....

Position: .....

Full Postal address: .....  
.....

Phone: ..... Fax: .....

Email: .....

## Payment details

The fee for this application for recognition is \$2100. If approved, Course Recognition will be granted for a period of 3 years from notice of the result of the application. (See note\*)

Fees can be paid via VISA, Mastercard, cheque, or electronic funds transfer. Please ensure you have identified any payments made with the name of your organisation.

The fee has been paid by:

**VISA or MASTERCARD** (preferred method- fill in details or phone DTA office 1300 113 395)

Card Name: .....

Card Number: .....

Expiry Date: .....

Electronic Funds Transferred on \_\_\_\_/\_\_\_\_/\_\_\_\_

EFT Payments to Diversional Therapy Australia BSB: 062281 ACC: 10318598

Cheque enclosed

*\*(please note: applications will not be reviewed until the fee has been paid)*

Name of Course Provider: .....

**Course name in full:** .....

1. **Does this course currently have DTA Course Recognition?**       YES *Expiry date* .....       NO
2. **Has this course been approved by the Training Qualification Framework?**  
 YES *Date of approval*.....       NO

(An application for Course Recognition may be submitted and processed prior to the course being accredited or approved. However DTA Course Recognition takes effect no earlier than the date on which the course gains formal accreditation or approval. )

### Supporting Documents

Supporting documents form the major part of the information considered by the DTA Course Recognition Panel. Include all course unit/subject/module outlines. One of the criteria for the recognition of a course is that clear links are made between supporting documentation provided by the applicant and the relevant parts of this application form.

Clearly number and label each document included as part of your application indicating the type of document and your course name.

Link the content of documents submitted with the relevant parts of this application form by inserting Part and Section numbers from the application form beside the relevant part in the document AND by entering the document number and page numbers beside each part and section of the application form in the space provided. All documents are to be submitted electronically to [enquiries@diversionaltherapy.org.au](mailto:enquiries@diversionaltherapy.org.au) and marked to the attention of the DTA Board.

### Course overview

**Provide details of each of the following:**

1. The course provider's vision, values, philosophy and objectives as they relate to the provision of a course for people working at a Cert IV Level in the field of Diversional Therapy. *Attach document labelled as A1.*
2. Course structure including the list of Units/Modules/Subjects, together with their relative weighting in terms of credit points or percentage of total course, and the number of hours for each subject and the total course. *Attach document labelled as A2.*

Where subjects are taught in an integrated manner in the same time frame apportion the hours. eg. If *Introduction to Biology* and *Complex Needs of Individuals* are two subjects taught as a single integrated module for a total of fifteen hours then apportion the 15 hours to each subject to make a TOTAL of 15 hours (such as 9 hours and 6 hours).

Name of Course Provider: .....

## Meeting the National Minimum Course Standards

### A. Course AQF Level

Level 4 Certificate

### B. Staffing Requirements

1. For each location at or from which the course is to be offered, nominate the course teaching staff.

Each course teaching staff member should hold expert and appropriate diversional therapy/therapeutic recreation/leisure and health qualifications, and should hold a minimum Diploma of Leisure and Health. Include their qualifications. Attach document labelled as B1.

2. Outline your professional development plan in relation to Diversional Therapy for staff who are involved in the delivery and assessment of the course. Attach document labelled as B2.

### C. Workplace Experience

1. How many hours of workplace experience are students in this course required to complete in order to graduate?

\_\_\_\_\_ Hours

2. Provide details of how workplace experience is structured and controlled, inclusive of student safety. Attach as document labelled C2. Student supervisors must be appropriately qualified. Attach documented evidence of this as C2A.

3. Each course should have an External Advisory Committee, designed to engage and seek feedback on the course, for the duration of the approved recognition period, or an equivalent means of obtaining feedback from stakeholders. This means should include a range of views, such as from expert academic Diversional Therapists, DTA professionals, another course provider, an employer, stake holder or representative from a health service industry, or a range of health service industries relevant to the course content. Attach documented evidence of this as C3.

4. DTA will endeavour to undertake a site visit, designed to meet staff, students and supervisors, in ensuring the course provider complies with course accreditation policy.

5. The course providers should demonstrate how they meet the relevant standards as specified by the. Attach documented evidence of this as C4.

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## D. Minimum Course Knowledge, Skills and Professional Competencies

### Section 1: *To be completed by all applicants*

Provide details of how your course addresses each of the areas outlined.

- Area
- Core knowledge, skill and professional competencies
- Supporting documentation – titled D and section # (include unit/subject/module outlines)

#### ***Example of how to complete this part of the form***

##### 6. Program evaluation

***To understand and demonstrate skills in leisure and recreation program evaluation. Course content to include:***

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

6.1a See Doc. 1 pp. 10-15; 23-25      Doc 3 pp. 7-10

6.2a See Doc 1 pp. 23-28; 48-52      Doc 3 pp. 9-10

6.3a See Doc 1 pp 23-28; 48-52

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## **1. Foundation knowledge**

***To understand and demonstrate key underpinnings of Diversional Therapy practice***

### ***1.1. Diversional Therapy practice, values and ethos:***

***Course content to include:***

- 1.1.1. Exploration of a range of definitions and philosophies
- 1.1.2. Codes of ethical conduct and duty of care
- 1.1.3. Work environments and roles, including community
- 1.1.4. Key concepts including but not limited to:
  - Individuality, recognition and respect
  - Autonomy and interdependence
  - Inclusion and Citizenship
  - Choice
  - Client centred practice
- 1.1.5. Well-being over the lifespan and continued human development
- 1.1.6. Leisure and experience for each client group
- 1.1.7. Basic awareness of Models of practice such as:
  - Social model
  - Leisure Flow
  - Leisure Ability Model
  - Authentic partnership
  - Community development model
  - Current trends and professional issues

### ***1.2. To recognise and apply the concepts and values of leisure and recreation***

***Course content to include:***

- 1.2.1. Basic definitions of leisure and recreation
- 1.2.2. Historical influences
- 1.2.3. Leisure across the lifespan

### ***1.3. A basic awareness of the basic physiology of the human body and recognise the impact of leisure participation on various body systems***

***Course content to include:***

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

### ***1.4. A basic awareness of Human Psychology and Psychology of leisure***

***Course content to include:***

- 1.4.1. Awareness of basic human psychology and its relationship to the effective facilitation of the individual's involvement in leisure and leisure behaviour

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- 1.4.2. Awareness of the relationship between communication and behaviour and the role of distress in personal expression
- 1.4.3. Lifespan development
- 1.4.4. Health and wellness concepts and the impact on individuals e.g. resilience, stress
- 1.4.5. Cognitive processes, including basic understanding of memory, decision making and reasoning
- 1.4.6. Motivation theories
- 1.4.7. Role of Emotions

### **1.5. A basic awareness of the ways sociological factors influence leisure involvement**

#### **Course content to include:**

- 1.5.1. Culture and society: impact of culture on society
- 1.5.2. Culture and health: impact of culture on health

### **1.6. Understanding of perceptions of disability**

#### **Course content to include:**

- 1.6.1. Understanding of Citizenship and human rights
- 1.6.2. Understanding of the impact of stigma and discrimination
- 1.6.3. Understanding of social capital and social connectedness

## **2. Client groups**

### **An understanding of effectively working with a diverse range of individual clients.**

#### **Course content to include:**

- 2.1.1. Awareness of a range of potential barriers to client groups
- 2.1.2. Awareness of the holistic nature of the leisure experience
- 2.1.3. Awareness of the value of the leisure experience across a range of client groups
- 2.1.4. Awareness of the concepts of inclusion and empowerment including dignity of risk

## **3. Client Awareness and Assessment**

### **3.1. To collect information which will support positive leisure experiences.**

#### **Course content to include:**

- 3.1.1. Understanding and analysis of the strengths, resources, connections and relationships within an individual's network, using a range of relational and other methods (e.g. qualitative, life history, narrative)
- 3.1.2. To develop an understanding of the individual and their interests, strengths, cultural and spiritual selves
- 3.1.3. To engage with social histories or life reviews
- 3.1.4. To develop an awareness of the relationship between citizenship and identity
- 3.1.5. Develop tools to match the client experience (e.g. qualitative)
- 3.1.6. To be able to act on interpreted results to provide information supportive of the client experience.

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#### **4. Evaluating outcomes for individuals**

##### **4.1. To use the evaluation process to determine and document individual outcomes from leisure programs**

###### **Course content to include**

- 4.1.1. Definition of evaluation
- 4.1.2. Continuous nature of evaluation methods
- 4.1.3. To have an awareness of the diversity of relational evaluation methods including non-verbal, observational, narrative, qualitative.
- 4.1.4. Document the evaluation
- 4.1.5. To have an awareness of Outcome Measures

#### **5. Leisure and recreation programming**

##### **5.1. To use effective facilitation skills to understand and demonstrate skills in leisure and recreation programming**

###### **Course content to include:**

- 5.1.1. Different types of facilitation approaches and skills
- 5.1.2. Use of resources including community resources
- 5.1.3. Working under direction in complex situations

##### **5.2. Leisure/recreation activities/games/sports**

###### **Course content to include:**

- 5.2.1. Develop an awareness of the range of leisure and recreation options/experiences available.
- 5.2.2. Resource materials required to facilitate activities
- 5.2.3. Use of adaptive devices and consideration of activity modification
- 5.2.4. Activity analysis , reflection and review

##### **5.3. Using Resources Wisely and Sustainably**

###### **Course content to include**

- 5.3.1. Recognition of the range of resources (eg Human/staff, financial, time, environment, equipment, etc)

##### **5.4. Programming**

###### **Course content to include:**

- 5.4.1. Assisting individuals to communicate their own aspirations, including goal setting
- 5.4.2. Develop group and/or individual program plans and schedules
- 5.4.3. Implementing program plans and schedules
- 5.4.4. Resource audits
- 5.4.5. Incorporate motivational strategies
- 5.4.6. Use professional judgement in establishing the frequency, intensity and duration of programs

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## **6. All of program review**

***To understand and demonstrate skills in overall leisure and recreation program evaluation***

***Course content to include:***

- 6.1. Involving stakeholders in overall program evaluation
- 6.2. Assess the relevance of specific elements of the program
- 6.3. Document and recommend changes as a result of the evaluation

## **7. Communication**

***To understand and demonstrate relational communication skills***

### ***7.1. Interpersonal Communication***

***Course content to include:***

- 7.1.1. Major elements of communication such as the source-receiver, encoder, etc)
- 7.1.2. Barriers and factors affecting effective communication
- 7.1.3. Effective listening
- 7.1.4. Cross cultural communication
- 7.1.5. Communication with individuals no longer using words
- 7.1.6. Assertiveness skills
- 7.1.7. Identify positive work alliances

### ***7.2. Conflict management***

***Course content to include***

- 7.2.1. Negotiation techniques
- 7.2.2. Conflict resolution skills
- 7.2.3. Understanding of grief and loss concerns

### ***7.3. Networking***

***Course content to include:***

- 7.3.1. Importance of networking
- 7.3.2. Strategies
- 7.3.3. Represent the organisation and broader profession

### ***7.4. Advocacy***

***Course content to include:***

- 7.4.1. Definition including types (self, client and profession)
- 7.4.2. Awareness of the advocacy role when working with marginalised groups
- 7.4.3. To have an awareness of political and organisational advocacy avenues
- 7.4.4. To have an awareness of the techniques and processes used in advocating

### ***7.5. Group work***

***Course content to include:***

- 7.5.1. Understanding group process and dynamics, including communication and interaction
- 7.5.2. Facilitating group interaction and respect
- 7.5.3. Valuing and facilitating volunteers, staff, family and the wider community in group activities



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### **7.6. Written communication**

#### **Course content to include:**

- 7.6.1. Workplace documentation relevant to the role (may include: letters, emails, meeting agendas and minutes, session plans, and activities programs, network contribution).
- 7.6.2. Media releases

### **7.7. Formal Documentation**

#### **Course content to include:**

- 7.7.1. Definition
- 7.7.2. Significance
- 7.7.3. Types of forms in relation to work role
- 7.7.4. Involvement in the development of organisational policies and procedures
- 7.7.5. Awareness of the legal obligations in relation to documentation and record keeping

### **7.8. Professional Team Work**

#### **Course content to include:**

- 7.8.1. Participation in case conferences
- 7.8.2. The characteristics of an effective team
- 7.8.3. Working within a changing environment

## **8. Quality Management**

### **Contribute to continuous improvement processes within the organisation**

#### **8.1. Continuous Quality Improvement**

##### **Course content to include:**

- 8.1.1. An understanding of the continuous improvement cycle
- 8.1.2. An awareness of risk management
- 8.1.3. Identify opportunities for CI
- 8.1.4. Prioritise CI projects
- 8.1.5. Understand CI processes and documentation requirements and be able to implement these within the organisation
- 8.1.6. Understand feedback mechanisms
- 8.1.7. Be involved in developing evaluation strategies for CI projects.
- 8.1.8. Understanding of the process and significance of benchmarking and measurement activities
- 8.1.9. Be involved in activity risk assessments
- 8.1.10. Be involved in outing risk assessments

## **9. Legal and ethical issues**

### **9.1. To understand and demonstrate a commitment to legal and ethical practice.**

#### **Course content to include:**

- 9.1.1. Understanding of the Legislation relevant to the scope of practice
- 9.1.2. Ethics

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Identification, appreciation, value and implementation of the following:

- 9.1.3. Values and attitudes
- 9.1.4. Code of ethics
- 9.1.5. Duty of care
- 9.1.6. Confidentiality
- 9.1.7. Ethical behaviour and work practices
- 9.1.8. Review practice in line with current ethical thinking and legislation
- 9.1.9. Develop strategies for maintaining currency
- 9.1.10. Relevant legislation

## **10. Professional Competence**

### **10.1. The maintenance of professional competence and continuing education**

#### **Course content to include:**

- 10.1.1. Importance and value of professional competence and behaviour
- 10.1.2. Identifying continuous educational opportunities
- 10.1.3. Reflective practice

## **11. Management**

### **11.1. Effective self-management - Includes management of personnel, volunteers and students.**

#### **Course content to include:**

- 11.1.1. Time Management
- 11.1.2. Planning skills
- 11.1.3. Organisational skills
- 11.1.4. Basic financial management skills
- 11.1.5. Performance management skills (eg. Facilitating annual performance appraisals)
- 11.1.6. Involvement with policy and procedure development
- 11.1.7. Program coordination

## **12. Stress management**

#### **Course content to include:**

- 12.1.1. Definition
- 12.1.2. How to identify
- 12.1.3. Identifying stress in self and others
- 12.1.4. An awareness of strategies for stress relief including assertiveness, mindfulness, and playfulness

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### **13. Diversity and Cultural Awareness**

**13.1. To recognise the diverse needs of people from rural and remote communities, people from culturally and linguistically diverse backgrounds, indigenous people, care for the dying**

**Course content to include:**

- 13.1.1. Understanding of Inclusive language
- 13.1.2. Awareness of Stigma/Anti-discrimination
- 13.1.3. Awareness of Stereotyping
- 13.1.4. Media portrayals of diversity
- 13.1.5. Awareness of the relationship between Culture and Diversity
- 13.1.6. Awareness of the range of issues facing disadvantaged groups, their characteristics and how these impact on leisure participation including barriers and support needs
- 13.1.7. Understanding of the concepts of inclusion and empowerment including dignity of risk