

**CHARLES STURT**  
UNIVERSITY



# Diversional Therapy Placement

Bachelor of Health Science (Leisure and Health)

Supervisor Evaluation Report

**CHARLES STURT**  
UNIVERSITY



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# **Diversional Therapy Placement**

## **Bachelor of Health Science (Leisure and Health)**

### **Supervisor Evaluation Report**

Subject Coordinator (LES210)  
Lindl Webster: Mobile – 0408 753 570

*This report is to be filled out by the agency supervisor and returned to the University with the student portfolio as part*

## **Portfolio to Support Work placement**

In addition to LES210 assessment tasks, a portfolio related to the student's workplace, or volunteer work is to be provided. This is to be submitted at the latest with the final assessment in session two, however, in consultation with your subject co-ordinator, you have the capacity to submit earlier.

**The portfolio should be submitted via EASTS. You will need to scan and save documents into a Word document in order to do this. There is no word count on this assessment piece. The portfolio must be sighted and signed by your Student Supervisor.**

1. The portfolio requires the student to **develop and include** the following:

- Signed form from Supervisor indicating the student has met the requirements of the items as noted \*.
- Workplace/volunteer placement information (agency description, hours worked, supervisor).
- Summary of job description/duties.

2. DT client assessment

- \* that the student has observed and been involved in the initial DT assessment process initial
- \* that the student has an awareness of the tools/processes used within the assessment process including social history/life review
- \* that the student is aware of how the information in the 2 previous points informs care needs
- \* that the student has been involved in a discussion of identified needs for an individual
- \* that the student has been involved in and contributed to program development
- \* that the student has been involved in and contributed to program facilitation
- \* that the student is aware of progress reporting, when report in progress notes, and how to document day to day interventions
- \* that the student has been involved in and contributed to program evaluation

**Within the discussions around this section the Supervisor should be confident that the student can refer to and discuss -**

- a range of leisure and recreation options or experiences for an individual
- the use of adaptive devices in meeting individual need/choice
- resource materials to support a positive experience (inclusive of community resources)
- the incorporation of relational care methods to promote inclusion

3. Event management for one large group activity special event (e.g. Christmas, Mother's Day etc., including:

- Planning notes, including how the event came about; is it client driven?
- Session/implementation plans; step-by-step process demonstrating how you communicated and co-ordinated with a range of staff, outside support, clients or families
- Program evaluation (to include reference to resources, staff, timing, risk management, own role)

4. \* Documentation - a range of documentation from within the work setting to support your understanding of the documentation associated with the working role in a given environment. The student must source and

list the documentation items; **the list must be signed off and dated by the Workplace Supervisor, scanned and saved in a Word document and included in the portfolio.**

Examples (at least 8) may include:

- workplace forms: incident forms, admissions/referrals/evaluations; client participation record
- meeting records: agenda, minutes (delete/rule out reference to names) (also personal reflection on conduct and process of meetings/evaluation and suggested improvements on meeting structure/process);
- reports;
- correspondence/communication - letters, emails relating to workplace/DT duties;
- copies of relevant standards and legislation applicable to the governance of the workplace;
- newsletters
- media releases
- funding submissions
- initial assessment documents/documents referring to meeting cultural and spiritual needs
- processes to ensure all clients have access to meaningful large, small or 1:1 groups
- processes or techniques relating to behaviour management for a particular client (describe behaviour & interventions)
- notes or reflection on an effective multidisciplinary intervention for a particular client (describe problem, team intervention & DT role)

# 1. Ethical Practice

In relation to ethical practice the students has a competent understanding of the following issues:

Individuality, recognition and respect:

Competent  Not Yet Competent

Comment:

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Autonomy and independence:

Competent  Not Yet Competent

Comment:

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Integration and segregation:

Competent  Not Yet Competent

Comment:

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Duty of care:

Competent  Not Yet Competent

Comment:

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Confidentiality:

Competent  Not Yet Competent

Comment:

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Consent:

Competent

Not Yet Competent

Comment:

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Choice:

Competent

Not Yet Competent

Comment:

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Diversity of culture, ethnicity and spirituality:

Competent

Not Yet Competent

Comment:

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Ethical communication and practice:

Competent

Not Yet Competent

Comment:

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## 2. Role of the Diversional Therapist

The student has a competent understanding of the role of the Diversional/Recreational Therapist in the agency context as demonstrated through an understanding of the following concepts:

Client centred practice:

Competent

Not Yet Competent

Comment:

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Quality of life:

Competent

Not Yet Competent

Comment:

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Person centred care:

Competent

Not Yet Competent

Comment:

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Leisure and social benefits for each client group:

Competent

Not Yet Competent

Comment:

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**In addition the student demonstrates awareness of the role of the Diversional Therapist In relation to an understanding of and engagement with the following professional issues:**

**The use of appropriate language in professional and client communication:**

Competent

Not Yet Competent

Comment:

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**An understanding of relevant policies and legislation:**

Competent

Not Yet Competent

Comment:

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Cultural awareness:

Competent

Not Yet Competent

Comment:

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Current trends and professional issues in Diversional Therapy practice:

Competent

Not Yet Competent

Comment:

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Health and safety as it is legislated for and applied to in Diversional Therapy settings  
Anti-discriminatory practice:

Competent

Not Yet Competent

Comment:

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### 3. Communication Skills in Diversional Therapy Practice

The student understands the critical importance of effective interpersonal communication skills in professional practice:

Competent

Not Yet Competent

Comment:

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The student is able to demonstrate the following:

Effective listening skills, including reflective and active listening:

Competent

Not Yet Competent

Comment:

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An understanding of and ability to integrate appropriate non verbal cues into their communication:

Competent

Not Yet Competent

Comment:

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An ability to clarify and seek more information to enhance understanding:

Competent

Not Yet Competent

Comment:

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Emotional empathy in communication:

Competent

Not Yet Competent

Comment:

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An ability to identify and understand barriers and factors affecting effective communication:

Cross cultural awareness when communicating with people from diverse backgrounds:

Competent

Not Yet Competent

Comment:

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Professional conduct in communicating with supervisors, peers and clients:

Competent

Not Yet Competent

Comment:

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**An ability to communicate assertively:**

Competent  Not Yet Competent

**Comment:**

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**An ability to maintain respectful and effective workplace relations:**

Competent  Not Yet Competent

**Comment:**

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**An ability to identify points of conflict in communication:**

Competent  Not Yet Competent

**Comment:**

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**An understanding of conflict management techniques:**

Competent  Not Yet Competent

**Comment:**

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**Negotiation techniques:**

Competent  Not Yet Competent

**Comment:**

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**Conflict resolution skills:**

Competent  Not Yet Competent

**Comment:**

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The student is able to competently utilise written communication skills to communicate and appropriately record information acceptable to the agency's standards of written communication and requirements for documentation.

Note: The student portfolio will also be assessed by the university as a measure of this:

Competent

Not Yet Competent

Comment:

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#### 4. Practice skills: Client Assessment in Diversional Therapy Practice

The student is able to demonstrate an understanding of the importance of assessment in professional practice.

The student is able to appropriately undertake assessment which includes the following:

Is competently able to use data collection tools and techniques which include:

Competent

Not Yet Competent

Comment:

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Leisure interests, needs and wants:

Competent

Not Yet Competent

Comment:

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Individual strengths and limitations:

Competent

Not Yet Competent

Comment:

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**Individual cultural needs:**

Competent

Not Yet Competent

**Comment:**

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**Individual spiritual needs:**

Competent

Not Yet Competent

**Comment:**

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**Individual social needs:**

Competent

Not Yet Competent

**Comment:**

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**Social histories/life reviews:**

Competent

Not Yet Competent

**Comment:**

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**Social supports:**

Competent

Not Yet Competent

**Comment:**

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Data collection methods, including:

Observation:

Competent

Not Yet Competent

Comment:

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Interviewing:

Competent

Not Yet Competent

Comment:

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Reviewing interdisciplinary documentation particularly with regard to functional support needs and client risks:

Competent

Not Yet Competent

Comment:

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In addition the student is able to:

Demonstrate an understanding of and ability to assess activity risks in undertaking assessment:

Competent

Not Yet Competent

Comment:

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Able to contribute to the development of agency specific diversionary therapy assessment tools:

Competent

Not Yet Competent

Comment:

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Able to evaluate appropriateness of assessment tools and modify these where necessary:

Competent  Not Yet Competent

Comment:

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Able to competently interpret the results of assessment in developing and implementing leisure programs:

Competent  Not Yet Competent

Comment:

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## 5. Practice Skills: Program Development in Diversional Therapy Practice

When working with individuals the student is able to:

Use information from assessment to develop individual program plans which incorporate individual client needs:

Competent  Not Yet Competent

Comment:

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Assist clients in the development of individual goals:

Competent  Not Yet Competent

Comment:

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Implement motivational strategies for participation based on individual needs:

Competent  Not Yet Competent

Comment:

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**Match client need to available resources:**

- Competent                       Not Yet Competent

**Comment:**

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**Develop strategies for monitoring levels of client participation:**

- Competent                       Not Yet Competent

**Comment:**

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**Identify components of an activity and match it to the ability of an individual:**

- Competent                       Not Yet Competent

**Comment:**

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**Where appropriate use adaptive devices for individual client participation:**

- Competent                       Not Yet Competent

**Comment:**

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**Undertake leisure task analysis and modify activities/resources where appropriate to meet individual client needs:**

- Competent                       Not Yet Competent

**Comment:**

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**Demonstrate problem solving and creativity in the design and implementation of individual leisure programs:**

**Competent**

**Not Yet Competent**

**Comment:**

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**When working in groups the student is able to:**

**Develop group program plans and schedules:**

**Competent**

**Not Yet Competent**

**Comment:**

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**Demonstrate an understanding of basic group process and dynamics:**

**Competent**

**Not Yet Competent**

**Comment:**

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**Facilitate participation of clients in group activities:**

**Competent**

**Not Yet Competent**

**Comment:**

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Consider the diverse needs of individuals in group contexts:

Competent

Not Yet Competent

Comment:

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Develop a structured approach to group activities:

Competent

Not Yet Competent

Comment:

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Evaluate group interaction:

Competent

Not Yet Competent

Comment:

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Utilise and include volunteers/other staff in group activities:

Competent

Not Yet Competent

Comment:

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**In addition the student is able to consider and Implement the following in program development:**

Undertake and implement activity risk assessments:

Competent

Not Yet Competent

Comment:

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Undertake and implement outing risk assessments:

Competent

Not Yet Competent

Comment:

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## 6. Practice Skills: Program Evaluation in Diversional Therapy Practice

The student demonstrates the following:

An understanding of the importance of evaluation:

Competent

Not Yet Competent

Comment:

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An understanding the reasons for and of the uses of evaluation:

Competent

Not Yet Competent

Comment:

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An ability to selection an appropriate evaluation method such as surveys, interviews, observation, case conferencing, documentation review:

Competent

Not Yet Competent

Comment:

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An ability to use evaluation tools:

Competent

Not Yet Competent

Comment:

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**An ability to monitor and determine the effectiveness of intervention:**

**Competent**

**Not Yet Competent**

**Comment:**

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**An ability to monitor and determine effectiveness of an activity in relation to individual and group needs:**

**Competent**

**Not Yet Competent**

**Comment:**

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**An ability to interpret the results of evaluation:**

**Competent**

**Not Yet Competent**

**Comment:**

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**An ability to identify changes to programs based on evaluation results:**

**Competent**

**Not Yet Competent**

**Comment:**

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**Where appropriate, an ability to participate in the development agency specific evaluation tools:**

**Competent**

**Not Yet Competent**

**Comment:**

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## 7. Practice Skills: Professional Networking and Advocacy

### Networking

The student demonstrates an understanding of the importance of developing and maintaining professional networks:

Competent

Not Yet Competent

Comment:

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The student demonstrates a capacity to develop and maintain professional networks:

Competent

Not Yet Competent

Comment:

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The student demonstrates a willingness and capacity to engage in networking in the wider organisation and within the Diversional Therapy profession:

Competent

Not Yet Competent

Comment:

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### Advocacy

The student demonstrates:

An understanding of advocacy for clients:

Competent

Not Yet Competent

Comment:

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An understanding of advocacy of Diversional Therapy within the organisational context:

Competent

Not Yet Competent

Comment:

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An understanding of the importance of advocacy for the development of the profession:

Competent

Not Yet Competent

Comment:

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An understanding of the significance of the advocacy role when working with marginalised individuals or groups:

Competent

Not Yet Competent

Comment:

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## 8. Practice skills: Stress management and self management skills

The student is able to:

Identify stress as both an occupational issue for themselves and colleagues and an issue for clients:

Competent

Not Yet Competent

Comment:

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Identify and develop strategies/practices for managing stress such as assertiveness, relaxation, cognitive skills, reflective discussion, debriefing:

Competent

Not Yet Competent

Comment:

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Manage their time effectively so as to minimize time related stress:

Competent

Not Yet Competent

Comment:

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Communicate effectively so as to minimise relational stress in the workplace:

Competent

Not Yet Competent

Comment:

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Identify and communicate their own needs in relation to stress management and work modification:

Competent

Not Yet Competent

Comment:

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Recognize stress where it may emerge in teams:

Competent

Not Yet Competent

Comment:

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Participate in problem solving associated with stress related issues:

Competent

Not Yet Competent

Comment:

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The student also demonstrates:

A capacity to plan and manage their work:

Competent

Not Yet Competent

Comment:

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Organisational skills:

Competent

Not Yet Competent

Comment:

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## 9. Practice skills: Team work

The student:

Has an understanding of the team structure in the organisation:

Competent

Not Yet Competent

Comment:

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Is able to identify multi or transdisciplinary team members:

Competent

Not Yet Competent

Comment:

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Is able to communicate effectively in team contexts:

Competent

Not Yet Competent

Comment:

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Is able to identify the various roles within the multidisciplinary team to make appropriate referrals:

Competent

Not Yet Competent

Comment:

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Participate in team contexts such as meetings, case conferences, working groups:

Competent

Not Yet Competent

Comment:

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## 10. Relevant legislation

The student has a knowledge of the following legislative frameworks that are relevant to the agency

Occupational Health and Safety Act:

Competent

Not Yet Competent

Comment:

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Privacy Act:

Competent

Not Yet Competent

Comment:

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**Aged Care Act:**

Competent

Not Yet Competent

**Comment:**

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**Disability Services Act:**

Competent

Not Yet Competent

**Comment:**

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**Disability Discrimination Act:**

Competent

Not Yet Competent

**Comment:**

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**Guardianship Act:**

Competent

Not Yet Competent

**Comment:**

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**Mental Health Act:**

Competent

Not Yet Competent

**Comment:**

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**Child protection Act:**

Competent

Not Yet Competent

**Comment:**

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**Equal Employment Opportunities:**

Competent

Not Yet Competent

**Comment:**

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## **11. Maintaining professional competence**

**The student:**

**Demonstrates a commitment to and articulates value to continuing education:**

Competent

Not Yet Competent

**Comment:**

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**Identifies continuous educational opportunities:**

Competent

Not Yet Competent

**Comment:**

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**Is aware of the role of the Diversional Therapy Association in fostering further professional education and development:**

Competent

Not Yet Competent

**Comment:**

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