Describe and apply the principles of quality assurance to diversional therapy practice

Name _________________________________________________

Careerforce reference number _____________________________
Describe and apply the principles of quality assurance to diversional therapy practice
Describe and apply the principles of quality assurance to diversional therapy practice

5795 V3

4 Getting started
8 Definitions of terminology
9 Definitions of techniques
10 Accountability
13 Practices and documentation in diversional therapy
19 Applying the practices
25 Surveys
36 Evidence
41 Skills evaluation
44 The importance of documentation

Name ________________________________
Employer ________________________________
NZQA number ________________________________

Date ____________________________________________________________________________

“All the answers in this workbook were completed by me.”

Signed ________________________________
Welcome to
Describe and apply the principles of quality assurance to diversional therapy practice: one in a series of workbooks especially developed for support workers in the CPQ (Career Pathway Qualifications).

Getting started

Before you start
- Think about what you know of quality assurance systems.
- Read the Resource Book for Readings (Diversional Therapy) provided with this workbook.

Pre-requisite
Unit standard 23918 Describe the philosophy, purpose, and benefits of diversional therapy, and the role and skills of diversional therapists is a pre-requisite to this unit standard.

This means that you must have successfully completed the assessments for Unit Standard 23918 before being assessed on this unit standard.

How do I use this workbook?
- Use highlighters to identify the important ideas.
- Take your own notes.
- Complete activities as you go through the workbook and write answers in the spaces provided.

What will I learn about?
When you have finished this workbook you will have learned more about:
- Describing and applying the principles of quality assurance to diversional therapy practice.

Look before you leap!
Take the time to go through this workbook before starting on the activities. Read the sections and make notes as you go.
Getting started

Acknowledgements
This workbook has been designed to support your learning and prepare you for the unit standard assessments.

The contents of this workbook include scenarios, learning activities and activities for general health and disability settings. They are not specific to any setting and should be used as a general guide for learning.

Careerforce would like to thank the people who have contributed their time and effort into this workbook in:

• Research and content validation.
• Advice and expertise.
• Testing of activities and assessments and their personal experiences.

In particular, we wish to thank:
The staff and residents at:
• Bainswood Rest Home
• Metlifecare Merivale
• Rosewood Rest Home
And John McCombe, photographer, who took photographs at the above locations.
Getting started

Trainee assessment portfolio
The trainee assessment portfolio contains assessed activities and workplace verification which must be completed to meet the requirements of the unit standard. These questions or tasks must be completed by you and signed by your workplace assessor in order for you to be credited with the unit standard.

Learning activities
These help you understand the content, and will help you with workplace verification tasks. The instructions and answer panels for learning activities have a light yellow/orange background like this.

Stop activities
You will also come across this icon in places where you are asked to STOP (see the graphic on the left) and record your current knowledge or impressions, as a reference point to return to later.

Pause and Rewind activities
Pauses are for summarising, questioning, and reflecting as a reference point to return to later. Rewinds take you back to a PAUSE, STOP or TEST YOUR KNOWLEDGE and give you an opportunity to add to, change or validate some of your initial thoughts and ideas.
Before you go any further in this workbook, think about any quality assurance systems that you’ve come across in your workplace...

TEST YOUR KNOWLEDGE

What happens in a workplace when a quality audit takes place?
Definitions of terminology

**Quality assurance**
A process for systematically monitoring and evaluating the service provided, against an accepted standard. The aim of any quality assurance process is to ensure that quality standards are understood and met.

**Quality control**
A system of ongoing monitoring and evaluating of a service to identify current or potential problems. The system also includes putting in place a plan to eliminate, isolate or minimise any current or potential problems that have been identified.

**Continuous improvement**
A process which uses a range of quality assurance tools to identify service provision issues, make recommendations for change, implement change, evaluate the results of changes made, and make further recommendations for improvements.

**Consumer/customer satisfaction**
The perceived level of satisfaction with the service provided, from the people who use the service. Feedback is gathered and documented from people using the service which expresses their degree of satisfaction or dissatisfaction with the service.
Definitions of techniques

The following techniques are used in applying the principles of quality assurance.

**Monitoring**
Checking and recording the observations and findings about the quality and appropriateness of the service provided. Potential problems, issues and patterns are also identified and recorded, and planning is put in place to address them.

**Survey**
A tool to gather information directly from people who use the service, to monitor their levels of satisfaction with the service.

**Documentation**
The collection and recording of information and evidence.

**Assessment**
The process of documenting and evaluating information in measurable terms to provide a complete picture of the skills, knowledge, interventions, abilities/limitations, achievements and outcomes of a service, facility, department, institution or individual employee.

**Intervention**
An action taken to eliminate, isolate or minimise the impact of an identified problem.

**Evaluation**
A systematic process that is used to indicate the degree of progress/achievement towards meeting the delivery objectives and goals of the service.

**Feedback**
One of the tools for gathering positive and negative information about the service provided, to gauge consumer levels of satisfaction.

**Quality circle**
A tool to monitor, evaluate and re-evaluate service outcomes on an ongoing basis.

**Re-evaluation**
A process undertaken whenever changes take place or have been made, to assess the effect of these changes.

**Audit**
A formal, systematic review to evaluate a workplace service/facility, organisation, system or process. Audits gather information to identify the “fitness of purpose” of the service provision, including whether the service meets all the obligations of the funding contract.
Accountability

Quality assurance is a set of principles that when applied to a service, task or practice, provides information and evidence of accountability, quality control, consumer satisfaction and level of continuous improvement.

So who is accountable for what? Who is the diversional therapist accountable to? What is the diversional therapist accountable for?
Accountability

Who are diversional therapists accountable to in the workplace?

To the people they support, to provide activity programmes that meet their leisure and recreation needs.

To their workplace’s management, for using resources and funds to provide leisure and recreation activities.

To the New Zealand Society of Diversional Therapists for the Society’s Standards of Practice and Code of Ethics.

To the multidisciplinary team which oversees the health and general wellbeing of the people supported by the service.
Accountability

Who is the workplace management accountable to?

The different types of support services and facilities where diversional therapists can work are all accountable to their funding sources. The funding structure is as follows. The arrows show the lines of accountability.
Quality assurance

Quality assurance is a method of evaluating services against an accepted standard. For example, we can compare the outcomes of a diversional therapy programme of recreation and leisure activities against the expected outcomes listed in the Standards of Practice of the New Zealand Society of Diversional Therapists (NZSDT). These Standards of Practice are the benchmark for identifying changes and improvements that could be made to the workplace provision of programmes of diversional therapy recreation and leisure activities.

Quality control

Quality control in the context of diversional therapy is ongoing monitoring and evaluating of a diversional therapy programme and its individual parts. This process promotes the best outcome for the people participating in the programme.

Evidence of monitoring and evaluating is found in the regular record keeping and documentation kept by the diversional therapist, including:

- Attendance records of participants.
- Documentation of the weekly, monthly, annual and special occasion plans and programmes.
- Holistic assessments and the activity preferences of individuals.
- Individuals’ goals, the adaptations required to assist their participation, and the outcomes of the goal-related activities.
- Individuals’ progress notes recording ongoing progress or issues hindering their progress towards achieving these goals. (These notes have different titles depending on the workplace service.)
- Activity evaluations, including documentation of the verbal feedback given by participants.
- Programme recommendations for change from the diversional therapist’s observations and experience in running recreation and leisure activities.

See the workbook for 23918 for details about the New Zealand Society of Diversional Therapists (NZSDT) and a listing of its Standards of Practice.
Practices and documentation in diversional therapy

Continuous improvement
The process of continuous improvement involves a range of quality assurance tools to identify issues, make recommendations for change, implement change, evaluate the results of changes made and make further recommendations for improvements. This process aims to ensure that the programmes or services provided by diversional therapists are focused on the people they support and maintain the professional standard expected by the NZSDT.

Monitoring
Diversional therapy attendance records monitor the number of attendees at a particular activity, a day’s programme, a week’s programme, and a month’s programme. These records give overall information about:

- The popularity of an activity.
- The time of day preferred by participants for activities.
- Seasonal patterns (for example, in good weather potential participants may choose to be outside instead of joining an activity indoors).
- Other information relevant to the workplace or group of participants.

Attendance records also show the patterns of attendance of individuals, which means that the diversional therapist can identify any patterns of change that are occurring. For example, if someone with a regular pattern of attendance is now showing a reduced pattern of attendance, this change could be because:

- The person has been unwell or has deteriorating health or wellbeing.
- There has been a change to the recreation and leisure programme which doesn’t suit this person.
- There may have been a change in the group that has affected this person’s attendance.
- Other priorities or appointments now clash with the activities that the person would usually take part in.

Intervention
Interventions can be in the form of diversional therapy activity goals for individuals, adaptations of activities, and modifications to the activity or environment. These interventions are intended to promote the best outcome for the participant, and are recorded in the individual’s care plan and/or diversional therapy care plan.
Assessment
Holistic assessments give a complete picture of the individuals supported by diversional therapists. The assessments are a place to record the person’s limitations, abilities and preferences, and to regularly update any changes.

Evaluation
Evaluation takes place at several levels in the provision of a diversional therapy recreation and leisure programme.

- The evaluation of the planned programme for the year, month, week, day, and the activity. At each of these levels there will be evaluations and recommendations documented by the diversional therapist for reference before re-running an activity, or for consideration during long-term planning.
- Evaluation of activity outcomes for people either as groups or individuals. The diversional therapist will document in the care plan or diversional therapy activity care plan the person’s goals and the percentage of the goals achieved to date – or the progress steps towards achieving the goals. This documentation may include a re-evaluation of the timeframe for achieving the goals.

Feedback
Diversional therapists document feedback from participants about the diversional therapy programme of recreation and leisure activities. They also document feedback related to the participants’ families’ level of satisfaction with the activities. Feedback will be recorded in an individual’s care plan or diversional therapy care plan, progress notes, and where appropriate in the programme planning records.

Quality circle
A tool to monitor, evaluate and re-evaluate people’s progress and outcomes on an ongoing basis. Application of this tool in a diversional therapy setting is detailed in this workbook.

Re-evaluation
Re-evaluation takes place whenever changes take place (for example, to a person’s health condition) or have been made (for example, by the diversional therapist).
Practices and documentation in diversional therapy

Audits
Audits look at the overall picture of the service provided. External auditing by independent auditors takes place regularly – without this process, the workplace cannot be accountable for the funding it receives to provide services. Diversional therapy activity programme auditing gathers information from all areas of the leisure and recreation programme to provide total evidence of satisfaction and changes recommended.

Audits also provide evidence of compliance with the following documents and legislation:

- The Treaty of Waitangi – Te Tiriti o Waitangi.
- New Zealand Society of Diversional Therapists’ Standards of Practice and Code of Ethics.
- Privacy Act 1993.
- The United Nations Principles for Older Persons 1991
- Health and Disability Commissioner (Code of Health and Disability Services Consumers’ Rights) Regulations 1996.
- Other legislation pertaining to the people who access the services provided by your workplace.
Practices and documentation in diversional therapy

Audits of diversional therapy activities and practices require diversional therapists to prove their accountability by demonstrating:

- How they have used the funding or the resources provided by management in a fair manner to benefit all people supported by the diversional therapy activity programme.
- How they have used the environment to maximise people’s benefits from the activities.
- How they are providing diversional therapy leisure and recreation programmes which appropriately meet people’s needs.
- How they are providing diversional therapy leisure and recreation programmes which maintain people’s community links where appropriate.
- How they are documenting the diversional therapy programme’s year plan, including special occasions.

Audits also look for evidence that diversional therapists are receiving ongoing education and development to meet the requirements of their role.

Survey

Surveying is a tool to gather information directly from participants, to monitor their interest in particular activities or their level of satisfaction with the programme provided.

Types of survey:

- A simple tick the box yes or no form, collecting information on one or two points only.
- A more detailed questionnaire requiring people to write what they were happy with and what they would like to see changed.

What to do with the results of a survey:

- Record the number of surveys given out.
- Record the number of completed surveys returned.
- Record the results for each individual question asked.
- Analyse the results of the survey.
- Document the findings of the survey.

There is a more detailed section on surveys later in this workbook.
Take time to think about the many layers of diversional therapy service you provide for individual people and for groups of people in your support facility or service.

<table>
<thead>
<tr>
<th>What are some of these layers?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How do you know that you are doing a good job?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How can you show that you are doing a good job?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Applying the practices

How do diversional therapists use quality assurance tools or principles to provide evidence of accountability in a diversional therapy practice?

Most diversional therapists actively review the programmes and services they provide, evaluating goals and outcomes to make improvements to the leisure and recreation activities provided. Quality assurance takes this process through to the next step by gathering evidence of the processes used, the outcomes identified, any problems identified, planning to resolve identified problems, trialling the new systems or processes, re-evaluating, making recommendations and scheduling regular reviews. All the steps in this process must be documented, to show that it happened.

Let’s break this process down into steps used every day by applying the quality circle.

These steps are described in more detail in the next few pages.
Applying the practices

Step one: Identify the problem or, in your context, select the diversional therapy activity topic that you are going to explore.
Which area of the functioning of your diversional therapy programme do you need to know more about?

Some examples:
- One-on-one activities
- Small group activities
- Medium group activities
- Competitive activities
- Social activities
- Outings or events in the community
- Activities requiring volunteer help
- Activities or events with guest presenters or entertainers
- Other activities specific to your facility or service.

Step two: Establish the indicators (standards or criteria) for the topic or activity being evaluated.

Some examples:
- Whether participants and/or their families are satisfied with the diversional therapy recreation and leisure programme provided.
- Whether the programme is balanced across a range of activity choices and a range of ability levels.
- Whether the programme offers a variety of timeframes to meet individuals’ needs.

Step three: Collect the data required to evaluate the topic.

Some examples:
- Collect verbal feedback from participants, their families and other staff members.
- Research the diversional therapy care plans written in the last month (or longer) for activity outcomes, and evaluate the results.
- Run a survey to collect information.
- Hold a meeting to gather feedback about the diversional therapy recreation and leisure programme.
Apply the principles of quality assurance to diversional therapy practice

Applying the practices

Step four: Analyse the results from the collected data.
What does the data collected actually mean?

Some examples:
- How many people were satisfied with the programme?
- How many people wanted some changes, and what were the changes?
- How many people were unhappy with the programme? (There will always be some!)
- Clarify the problems if there are any, or identify the changes you want to make to improve the programme.
- Decide how to overcome the problems or changes required.
- Write a plan of how you will make changes in numbered steps.
- Inform or teach other staff involved about the new method of doing this task or activity, if appropriate.
- Implement your plan for improvement or change.

Step five: Evaluate the changes made to the programme or activity. Identify any further changes that will be needed.

Some examples:
- Have the changes improved the outcome for people taking part in the diversional therapy recreation and leisure programme?
- Have the changes addressed the issues requiring change or improvement as identified by the diversional therapist?
- Has participants’ level of satisfaction improved?
- What additional improvements could be made?

Back to step one!
Set a date to re-review this activity and the additional improvements that could be made as identified in step five.

This quality circle process provides for continuous improvement, quality control, quality assurance and satisfaction from the people you are supporting.
Applying the practices

The importance of evaluation and audit
Diversional therapists are required to review goals and activities for individuals and groups, the diversional therapy programme as a whole, resources used, environments used, and how much it costs the facility to provide the programme – all on an ongoing basis. All this takes time. This part of the diversional therapist's role, although important, is not observed or fully understood by the people being supported or by other staff in the workplace. So why is it necessary?

1. From this ongoing review and evaluation, the diversional therapist gathers information and implements changes to improve the diversional therapy service provided to people.

2. Frequently, diversional therapists can be challenged about any changes made by people who do not understand the role of the diversional therapist or the diversional therapy process. Justifying your decision to make changes can be difficult if you do not have evidence to back up your decision. Quality assurance techniques and tools such as the diversional therapy quality circle provide documented evidence that can justify the changes being made. These techniques and tools demonstrate the review process that took place, the standards required and the steps taken to achieve these standards.

3. Following the diversional therapy quality circle results in the type of written evidence that is required by independent auditors for your workplace facility/support service's certification. As well as the evidence listed above, the process also includes demonstrating adherence to workplace facilities' policies and procedures and to the provisions of relevant legislation.
Describe and apply the principles of quality assurance to diversional therapy practice

Applying the practices

Putting it all together

- Consultation/recommendations
- Improvement form
- Activity monitoring
- Problem solving/adapting

- Aims
- Roles
- Responsibilities
- Policies
- Procedures
- Service delivery care plan
- Diversional therapy care plan
- Plans: daily, weekly, monthly, annual
- Activity plans
- Acts (legislation)
- Preferences (choices)

- Reviews
- Re-evaluation
- Documentation
- Progress notes
- Feedback
- Monitoring
- Surveys
- Evaluations
- Assessing
- Audits
- Trends
- Outcomes
- Activity modifications

- Quality control
- Client satisfaction
- Quality assurance

Note
New Zealand has specific codes of practice that maintain quality management systems within an organisation, known as the ISO 9000 standards.
Who are diversional therapists accountable to for their practice and provision of a service?
Surveys

Diversional therapists use surveys to gather information directly from people they support, to help them plan the programme of recreation and leisure activities. Even a simple and brief survey can help with:

- Monitoring interest and preferences in particular activities.
- Gaining feedback from the people being supported, and sometimes their families, about their levels of satisfaction with the leisure and recreation programme service provided.
- Highlighting potential changes that may be needed to ensure that the programme meets the needs of all the people in the support service or facility.
Moturata Activity Centre  
Day Programme  
Music Survey (sample)

The diversional therapy staff would like you to help by providing information about where and when at the Moturata Activity Centre you would like to listen to music. Please also share with us the type of music you enjoy listening to. The results of this survey will be published in next week’s newsletter.

Circle your answers. **Do not** write your name. Please put your completed survey in the marked box in the dining room.

<table>
<thead>
<tr>
<th>When would you like to listen to music?</th>
<th>Which type of music do you enjoy? You can circle as many as you wish.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Would you like music playing while you take part in leisure activities?</td>
<td>Yes</td>
</tr>
<tr>
<td>2 Would you like music playing in the morning only?</td>
<td>Yes</td>
</tr>
<tr>
<td>3 Would you like music playing in the afternoon only?</td>
<td>Yes</td>
</tr>
<tr>
<td>4 Would you like music playing all day?</td>
<td>Yes</td>
</tr>
<tr>
<td>5 Would you like music playing at the weekend?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Thank you for assisting us by completing this survey.

Signed, diversional therapist
## Surveys

**Survey example showing responses in red**

Of the 15 surveys given out, 11 surveys were returned completed. The responses are shown in red, below.

<table>
<thead>
<tr>
<th>When would you like to listen to music?</th>
<th>Which type of music do you enjoy? You can circle as many as you wish.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Would you like music playing while you take part in leisure activities?</td>
<td>Yes 9 No 2 Old-time favourites 6 Jazz 2 Rock and roll 5 Rap 1</td>
</tr>
<tr>
<td>2  Would you like music playing in the morning only?</td>
<td>Yes 6 No 5 Blues 1 Swing Brass bands Pipe bands 1</td>
</tr>
<tr>
<td>3  Would you like music playing in the afternoon only?</td>
<td>Yes 9 No 2 Blue grass Soul Folk music 3 Pop/rock 5</td>
</tr>
<tr>
<td>4  Would you like music playing all day?</td>
<td>Yes 5 No 6 Reggae 1 Gospel Country and Western 2 Classical 10</td>
</tr>
<tr>
<td>5  Would you like music playing at the weekend?</td>
<td>Yes 7 No 4 1940s and 1950s 1960s and 1970s 3 1980s and 1990s 7 2000 to 2009 7</td>
</tr>
</tbody>
</table>
**Question 1:** Analyse the information provided in the survey results.

For example, the responses to questions 1 to 5 show that:

- Nine people would like music while they take part in leisure activities.
- Six people would like music in the morning.
- Nine would like music in the afternoon.
- Five would like music all day.
- Seven would like music at the weekend.

Bearing in mind that 11 surveys were completed, what do these results show about when you should organise music to be played?
**Question 2:** At what times of day would you provide music while activities were taking place, and why?
**Question 3:** Using your analysis of the survey responses, develop a music plan for one week.

**Your one-week music plan**

In each timeslot below, write whether you would play music then or not. If you would play music then, also add:

- Whether the music accompanies an activity.
- What type of music you would play.

<table>
<thead>
<tr>
<th>Day</th>
<th>10am – noon</th>
<th>1 – 3pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekend</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question 4: What information from the survey influenced the choices you made for the week’s music plan?
Diversional therapists need to prove that their diversional therapy programmes achieve the outcomes expected from the directives in their organisation’s policies and procedures.

Before continuing further with this workbook, it is important that you are familiar with the policies and procedures of your workplace. You need to understand exactly what you are expected to do – and how – in providing leisure and recreation programmes and opportunities for the people supported by your organisation.

Read the policies and procedures related to the provision of a diversional therapy recreation and leisure programme.

Now organise a time with a senior staff member, supervisor, team leader or manager (whoever is appropriate for your workplace), and discuss the criteria for the recreation and leisure programme and the expected outcomes for people taking part in these programmes.

From reading the policies and procedures and speaking with a senior staff member, answer the following questions:

1. What does your workplace expect from the diversional therapy activity programme? (Think about the type of activities, timeframes, variety, etc.)
2 What are the expected outcomes for the people being supported?

3 What documentation, record keeping and activity plans must be completed and filed?
Describe and apply the principles of quality assurance to diversional therapy practice

4  Who are you directly responsible to for matters related to the provision of the activity programme?

5  What do your organisation’s policies and procedures state about the safety of the people being supported, and of staff who are participating in or running the activity programme?
6 Do these policies and procedures state maximum or minimum staff numbers for running and/or supervising the diversional therapy programme of activities? Please give examples.

7 What other important statements or criteria are given in these policies and procedures relating to the provision of the diversional therapy recreation and leisure programme?
You now have a clear understanding from your workplace’s policies and procedures and from your discussion with a senior staff member, of your organisation’s or service’s expectations of the diversional therapy programme, the reporting system and your responsibilities in providing the programme.

How do diversional therapists know that their role and the programme they provide have been effective?
Write two ways by which you could provide evidence of the effectiveness of your role and the programme you provide:

1.

2.
Evidence of the effectiveness of the diversional therapy programme can be provided from programme plans, activity plans, attendance records, activity evaluations and progress reports.

**Yearly programme plan**
The year plan – which may be in the form of a year planner chart – shows the continuous flow of activities through the year, and the links with seasonal, local or national events. It shows the range and variety of recreation and leisure options planned, and the balance of cognitive, cultural, physical, spiritual and social activities available to the people being supported.

The year plan also shows that people have access to activities of their choice. Surveys and feedback about activity preferences will be documented with the programme planning material.

**Individuals’ weekly or monthly programme plans**
These plans show what activities will happen for individuals on particular days at notified times. The information is usually made available through the service’s newsletter, activity plans on facility noticeboards and activity programme timetables for individuals.

**Diversional therapists’ daily or weekly programme plans**
These plans record what will happen, where and when, and:
- Which individual or group is expected to attend.
- The timeframe, including any set-up or clean-up time.
- The resources or equipment needed.
- Any guest presenters or entertainers who will be present.

There will also be a “comments” section for the diversional therapist to record brief notes about the outcomes for reference when writing activity evaluations, updating the person’s progress notes and documenting changes for future activities.
Evidence

Attendance records
Attendance records show who attended each diversional therapy recreation and leisure activity. They also show:

- The level of functioning of each participant.
- The number of attendances over a given time (three months) for individuals.
- The reason(s) for any absences from regular participation.
- Evidence of the popularity of particular activities.
- Patterns of attendance. Any changes are to be recorded and reported to the multidisciplinary team.

Activity plans
These plans show the planned detail of each diversional therapy activity. They record:

- What the activity is.
- When it will take place.
- Where it will take place.
- Who is likely to attend.
- How the activity will be run, step by step.
- The resources required.
- Safety issues and how these will be eliminated, isolated or minimised.
- Planned adaptations to the activity or environment to suit the participant/s.
- An evaluation of the outcome of the activity.

The activity plan is a very important document as it records and justifies all the changes you made to the activity, the timeframe or environment in order to promote the best outcome for the people participating.
Activity evaluations
These evaluations record:
• What took place in each activity (including basic details of what, where, when and with whom).
• What went well in the activity (positive outcomes).
• How the participants responded to this activity (participation levels, enjoyment etc).
• Verbal feedback from the participants (record negative and positive comments).
• Whether the resources and environment were suitable for this activity and participant/s.
• Any unexpected safety issues.
• What didn’t go so well in this activity (analyse and record why it didn’t go well).
• What should be changed or adapted before running this activity again.

Progress notes
Progress notes may have different names in different workplaces, but they all record the outcomes for individuals from participating in activities. They record:
• What the person participated in.
• The outcome or result for the person of participating in the activity.
• Your observations of the person’s participation, for example the level of participation, interest, enjoyment and socialisation.
• The percentage of the activity completed.
• The progress the person made towards reaching or completing a diversional therapy or multidisciplinary team goal.
Evidence

Access
“Access” in this case refers to the opportunities that people have to take part in activities which they choose and prefer. Evidence of people’s interests can be found in their holistic assessments and social histories. Their preferences, choices and interests relating to recreation and leisure activities are recorded here, to be taken into account when planning individual and group activities.

The yearly activity plan will also have notes identifying particular interests of the people being supported, to be taken into account when planning the diversional therapy activity programme.

Environment
Adaptations and changes of environment are made to maximise the positive outcomes for the participant/s. Documentation recording these adaptations and changes can be found in the following diversional therapy documentation or reports:

- Individuals’ diversional therapy care plans, service delivery care plans and progress notes.
- Activity evaluations and recommendations for change.
- Risk management plans for large group activities and special occasions.

Reporting
Diversional therapists require good team work and communication skills. They report to a range of workplace service staff, through the following reporting mechanisms:

- Written or verbal reports to the multidisciplinary team, to inform and update the team of changes (positive and negative) to individuals’ activity abilities, activity outcomes and goal outcomes.
- Written reports to management about budget expenses.
- Reports to health professionals. For example, if a person has a health issue or accident while an activity is taking place, you must report this incident to the facility health support team. A verbal report must be given as soon as safety allows if an accident has happened, even a minor one. A written incident report must then be completed as soon as practical once the incident has been dealt with. Check the process required in your workplace for reporting accidents and incidents, and where copies of these files are kept.

It is very important that you keep and file a written copy of all verbal reports that you give to the team.
Evidence

**Staffing**
How can we show the effectiveness of the staffing levels of the diversional therapy programme?

All of the diversional therapy practices and processes covered so far in this workbook can be measured against the New Zealand Society of Diversional Therapists’ Standards of Practice, to check if the expected outcomes are being met.

However, diversional therapists often supervise a number of activity volunteers and entertainers. How can you provide evidence that the service these people give is of an appropriate standard? And how do diversional therapists ensure that their own service is of an appropriate professional standard?

A skills evaluation tool is a non-threatening tool which can highlight all the good points, and identify areas to be improved or changed where training might be required. It can work equally well for evaluating the performance of others and for self-evaluation. There is more information about this tool, and a sample form, on the next pages.
A skills evaluation chart is a non-threatening tool that can work equally well for evaluation of the performance of others and for self-evaluation. Here is a sample.

| Name | Date | Punctuality: on time and ready for the start of the activity. | Prepared: knows what is going to happen and understands own role. | Has prepared the activity and resources. | Has prepared the activity environment. | Has or understands a plan “B”. | Has informed participants in time for them to attend the activity. | Welcomes participants as they arrive. Assists with seating if needed. | Makes introductions as needed. | Creates a suitable atmosphere for participation. | Explains the activity and gives directions clearly. | Encourages group socialisation when appropriate. | Engages the person or group in different levels of the activity. | Gives participants appropriate praise for effort or achievement. | Asks participants’ permission before assisting them. | Doesn’t rush individuals. | Respects individuals’ choices and decisions. | Works safely with participants. | Thanks people for attending. | Clears away resources and materials, tidies the environment. | Comments or points discussed with volunteers, staff or supervisor: |
|------|------|-----------------------------------------------------------|-----------------------------------------------------------|---------------------------------|---------------------------------|-------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|
|      |      | Always | Most of the time | Some of the time | Never | Always | Most of the time | Some of the time | Never | Always | Most of the time | Some of the time | Never | Always | Most of the time | Some of the time | Never | Always | Most of the time | Some of the time | Never | Always | Most of the time | Some of the time | Never | Always | Most of the time | Some of the time | Never |

Skills evaluation
Skills evaluation

You can of course change the focus of the questions in the chart to gather the information you require. For example, the questions could:

- Identify skill levels in completing workplace documentation.
- Identify if a particular activity has been planned, resourced and timed appropriately so that it meets the needs of the participants.
- Look at the skills of the volunteer team.
- Evaluate abilities in organising a special occasion.
- Evaluate communication skills, for example with people being supported, the workplace team and volunteers.
Take time to complete the skills evaluation chart as a self-evaluation. Then answer the following questions.

1. Identify any areas that need to be improved on.

2. What can you do to improve in these areas?

3. When should you use this chart again to re-evaluate your skills and improvements?
The importance of documentation

Diversional therapy documentation must be accurate. It should provide information and evidence that can be measured.

Examples of measurable information:

- The number of actions/interventions that have taken place within a specific timeframe.
- The number of goals achieved by people (outcomes).
- The percentage of goals achieved (people’s progress towards the goals).
- The number of attendances.
- The number and variety of activity options and choices available to people over a specific timeframe.
- The number and range of adaptations made to the activity, environment and resources.

All of this measurable, documented information is used to make activity programme recommendations and decisions, and to justify any changes made to the programme or to people’s goals.

Reviewing documentation

Review of documentation is an ongoing process when planning individual and group diversional therapy activities and when reviewing or planning new goals with people.

You need to follow the paper trail of individuals’ participation and achievement in the programme. Highlight through the activity and programme evaluations any recommendations of changes needed to benefit the individuals or groups who are participating.

Additional information for this purpose can be found in the following diversional therapy and workplace facility records and documentation:

- Participant satisfaction records
- Diversional therapy and service delivery plans
- Progress notes
- Activity programme evaluations
- Social history and holistic assessments
Stop and take time to think about your diversional therapy workplace documentation and records. Go back over the documentation of the last three months, and find the following documents:

- An example of feedback from a participant.
- An evaluation of a group activity.
- An evaluation of a one-on-one activity.
- A progress note describing an individual’s progress towards a goal.

Check the activity planning and find a recommendation for change or modification of the environment or resources.

Check the activity planning and find a recommendation for particular activities to meet an individual’s interests and preferences.

In the space below record briefly what you found that would provide evidence of quality assurance processes for an auditor.
My notes
You have come to the end of the workbook for:
Describe and apply the principles of quality assurance to diversional therapy practice.

Now you have finished this workbook you will have learned more about:
- Techniques used to apply the principles of quality assurance.
- Using monitoring, assessment, evaluations, quality circles and audit, to determine the effectiveness of support and care in a diversional therapy setting.
- Documenting information that enables recommendations for change to be identified and made.

Check the following:

Please check over all the activities to make sure you have completed them.

Complete the trainee assessment portfolio and remember to sign your assessment portfolio in the place provided, verifying that you are the one who has completed all the assessments.

When you have completed the trainee assessment portfolio and have been signed off as competent by your assessor, your assessor will complete a Certificate and give it to you.

If you wish, you could frame it for display or mount it in a record book.
You have now completed

5795 V3 Describe and apply the principles of quality assurance to diversional therapy practice:

part of a Careerforce learning series designed for support workers in a health or disability setting.

Disclaimer: The images contained in these workbooks are visual illustrations only and are not representative of actual events or personal circumstances.