REHABILITATION AND HABILITATION OF THE VISUALLY IMPAIRED
Demonstrate knowledge of vision, blindness and vision impairment, and interpret reports

level: 5
credit: 20
planned review date: December 2003
sub-field: Human Services
purpose: People credited with this unit standard are able to: demonstrate knowledge of normal visual development and functioning; demonstrate knowledge of optics as it relates to the field of vision; demonstrate knowledge of clinical vision services; interpret clinical vision service reports; demonstrate knowledge vision impairment; and demonstrate knowledge of and evaluate functional vision assessment and interventions, as they relate to the field of vision habilitation and rehabilitation.

entry information: Open.

accreditation option: Evaluation of documentation and visit by NZQA, industry and teaching professional in the same field from another provider.

moderation option: A centrally established and directed external moderation system has been set up by Community Support Services Industry Training Organisation.
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special notes:

1 Credit allocation does not include teaching of generic skills associated with professional practice, such as report writing, time management, and case management. Assessment does include adaptation of generic professional practice to meet the requirements of the vision habilitation and rehabilitation field.

2 Organisational standards refer to the procedures regarded as effective practice by the Royal New Zealand Foundation for the Blind (RNZFB) or equivalent professional organisations, and includes compliance with in-house rules and regulations, and specific data collection systems.

All activities must comply with the policies, procedures, ethical codes and standards, and requirements of the organisations involved.

3 Legislation relevant to this unit standard includes but is not limited to the Code of Health and Disability Services Consumers Rights 1996, and the Health and Safety in Employment Act 1992, and their subsequent amendments.

4 A consumer refers to an individual who meets current RNZFB or equivalent professional organisation membership criteria.

5 Blindness, visual impairment, and vision impairment refer to the functional state of meeting current definitions of membership of the RNZFB or equivalent professional organisations.
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6 The knowledge and skills evidence in this unit standard must be consistent with current documented RNZFB or equivalent professional organisation competency criteria.

7 Workplace refers to the RNZFB or equivalent professional organisation contexts of service delivery.

8 When assessing against the standards stated in this unit standard, the privacy and rights of people who have disabilities will be respected at all times.

Elements and Performance Criteria

element 1
Demonstrate knowledge of normal visual development and functioning as it relates to the field of vision habilitation and rehabilitation.

performance criteria

1.1 Description of visual development is in terms of the life span and normative trends.

Range: life span - infancy, childhood, youth, adulthood, aging; normative trends - acuity, fields, motility, neurological and cognitive influences.
1.2 Description of the visual system is in relation to pre and post natal developmental trends of components of the eye and visual pathways.

Range: must include at least 15 components of the eye, and five components of visual pathways.

1.3 Description of the function of the visual system is in terms of the act of seeing.

Range: must include but is not limited to - adjustment for distance, light, dark; roles of - peripheral vision, central vision; role of the brain.

1.4 Description of the wholistic notion of seeing is in terms of personal and environmental factors.

Range: must include at least three personal and three environmental factors.

element 2

Demonstrate knowledge of optics as it relates to the field of vision habilitation and rehabilitation.

performance criteria

2.1 Description of optics is in terms of light, refraction, the ocular system, and lenses.
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2.2 Description of refractive errors identifies their causes and methods of remediation.

Range: must include - emmetropia, myopia, hypermetropia, aphakia, prebyopia, astigmatism.

element 3

Demonstrate knowledge of clinical vision services in relation to the field of vision rehabilitation and habilitation.

performance criteria

3.1 Description of the roles of low vision team members is in accordance with organisational standards.

Range: must include - ophthalmologist, orthoptist, optometrist, therapists, RNZFB service providers, visual resource centre teacher.

3.2 Description of the process for clinical vision services from primary eye specialist referral to follow up is in accordance with organisational standards.

3.3 Description of clinical vision services is in relation to the tests conducted.

Range: must include - distance acuity, near acuity, refraction, colour, contrast sensitivity, field.
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3.4 Description of considerations for people undergoing clinical vision testing is in accordance with organisational standards.

Range: must include considerations for - adults, children, elderly, legally blind, deaf/blind, additional disabilities.

3.5 Description of optical and non optical low vision is in relation to the aids available for correction.

Range: must include but is not limited to - magnification devices, glare reducers, field expanders, contrast enhancers.

3.6 Description of low vision testing is in relation to the emotional impact on the individual.

**element 4**

Interpret clinical vision service reports as it relates to the field of vision rehabilitation and habilitation.

**performance criteria**

4.1 The report is interpreted in accordance with organisational standards.

Range: may include but is not limited to - acuity, fields, colour, refraction correction, magnification.

4.2 The report findings are interpreted in terms of the impact on individuals' visual functioning and potential service requirements of the RNZFB or equivalent professional organisation.
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**element 5**
Demonstrate knowledge of vision impairment as it relates to the field of vision rehabilitation and habilitation.

Range: evidence is required for at least 30 eye conditions.

**performance criteria**

5.1 Description of vision impairment is in terms of the causes.

Range: children, adults, elderly;

5.2 Description of visual impairment is in terms of the functional implications.

Range: children, adults, elderly.

5.3 Description of visual impairment is in terms of the implications for normative development.

Range: development - cognitive, affective, motor, social.

5.4 Description of age related visual impairment is terms of the associated issues.

Range: intervention, cognitive changes, physical factors, independent living, psychosocial factors.
element 6

Demonstrate knowledge of and evaluate functional vision assessment and interventions as it relates to the field of rehabilitation and habilitation.

Range: children, adults, elderly.

performance criteria

6.1 Description of the components of a functional vision assessment is in terms of associated issues.

Range: must include at least eight components and two associated issues each.

6.2 Description and evaluation of the environmental interventions identifies their benefits and disadvantages.

Range: must include at least four areas of environmental intervention.

6.3 Description and evaluation of visual efficiency interventions identifies the factors to be considered when implementing, and the situations when they may be applied.

Range: must include at least four forms of visual efficiency, and five factors to be considered.
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6.4 Description and evaluation of optical aid interventions identifies training programmes for each aid, and considerations for application.

Range: must include at least two optical aids, and two considerations for application.

Comments to:

Community Support Services Industry Training Organisation
Unit Standard Revision
PO Box 160
WELLINGTON

by December 2003.

Please Note: Providers must be accredited by the Qualifications Authority before they can offer programmes of education and training assessed against unit standards.

Accredited providers assessing against unit standards must engage with the moderation system that applies to those unit standards. [Please refer to relevant Plan ref: 0024]