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| Title | Explain cultural theories of human development and their relevance to practice in vision impairment services | | |
| Level | 7 | Credits | 10 |

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| Purpose | People credited with this standard are able to: explain cultural theories of human development across the lifespan; explain the potential impact of vision impairment on human development; and explain the relevance of human development theories to practice in vision impairment services. |
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| Classification | Health, Disability, and Aged Support > Sensory Support |
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| Available grade | Achieved |
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| Entry information | |
| Recommended skills and knowledge | Unit 29607, <i>Incorporate culturally appropriate responsive processes when working with people who have a vision impairment</i> , or demonstrate equivalent skills and knowledge. |

Explanatory notes

- Recognised reference texts and research include but are not limited to:
 - Barnes, H. M., Barnes, A. M., Baxter, J., Crengle, S., Pihama, L., Ratima, M. & Robson, B. (2013). *Hapū Ora: Wellbeing in the early stages of life*. Palmerston North: Massey University. Available at <http://www.whariki.ac.nz/massey/learning/departments/centres-research/shore/projects/hapu-ora.cfm>.
 - Drewery, W., & Claiborne, L. B. (2013). *Human development: Family, place, culture*. (2nd ed.). Australia: McGraw-Hill Education Pty Ltd.
 - Edwards, W. (2010). Taupaenui: Māori positive ageing. A thesis presented in fulfilment of the requirements for the degree of Doctor of Philosophy in Public Health, Massey University. Available at <https://www.mentalhealth.org.nz/assets/ResourceFinder/Taupaenui-Maori-positive-ageing.pdf>.
 - Ferrell, K. A. & Spungin, S. J. (Eds). (2011). *Reach out and teach: Helping your child who is visually impaired learn and grow*. New York: AFB Press.
 - Higgins, N., & Freeman, C. (Eds). (2013). *Childhoods: Growing up in Aotearoa New Zealand*. Dunedin: University of Otago Press.
 - Holbrook, M.C. & Koenig, A.J. (2000). *Foundations of education: History and theory of teaching children and youths with visual impairments: Vol I*. (2nd ed.). New York: AFB Press.

- Koenig, A.J. & Holbrook, M.C. (2000). *Foundations of education: Instructional strategies for teaching children and youths with visual impairments: Vol 2.* (2nd ed.). New York: AFB Press.
- Lui, D. (Dec 2003). *Occasional Paper No. 4: Family – A Samoan perspective: Keynote presentation to the SF National Conference, Christchurch Convention Centre 13-14th September 2003.* Wellington: Mental Health Commission. Available at <http://www.hdc.org.nz/media/199714/family.%20a%20samoan%20perspective.doc>
- Ministry of Health (2016). *Māori health models - Te Pae Mahutonga.* Wellington: Ministry of Health. Available at <http://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-pae-mahutonga>.
- Ratima, K. & Ratima, M (2007). Māori experience of disability and disability support services. In B Robson and R Harris (editors), *Hauora: Māori Standards of Health IV - A study of the years 2000–2005* (pp 189-198). Wellington: Te Rōpū Rangahau Hauora a Eru Pōmare, School of Medicine and Health Sciences, University of Otago, Wellington.
- Santrock, J.W. (2014). *Life span development: Australia/New Zealand.* North Ryde, NSW: McGraw-Hill.
- Smith, A.B. (2013). *Understanding children and childhood* (5th ed.). Wellington: Bridget Williams Books.
- UN Convention on the Rights of the Child 1989. Available at <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- UN Convention on the Rights of Persons with Disabilities 2006 Available at <http://www.un.org/disabilities/convention/conventionfull.shtml>.
- UN Declaration on the Rights of Indigenous Peoples 2007. Available at http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf.
- UN Development Programme (2014). *The state of human development in the Pacific: A report on vulnerability and exclusion in a time of rapid change.* Suva: UN Development Programme Pacific Centre. Available at <http://www.undp.org/content/dam/undp/library/Environment%20and%20Energy/Climate%20Change/Capacity%20Development/UNDP%20Report%20SOCIAL%20EXCLUSION%20SUMMARY%202014.pdf>

2. Definitions

Life span stages: early childhood (under 5 years), childhood (from 5 years to 12 years), youth/young adulthood (from 12 years to 25 years), adulthood (from 25 years to 65 years), older adulthood (65 years and older)

Western theories of human development may include but are not limited to - Bowlby, Bronfenbrenner, Erikson, Kohlberg, Maslow.

Pacific Peoples' theories of human development may include but are not limited to those from Samoa, Tonga, Cook Islands, Fiji. [Refer to Smith (2013), Drewery & Claiborne (2013), and Santrock (2014)].

Vision impairment services may include but are not limited to - education, habilitation, rehabilitation, health promotion.

Outcomes and evidence requirements**Outcome 1**

Explain cultural theories of human development across the lifespan.

Evidence requirements

- 1.1 Māori concepts of human development are explained in terms of te ao Māori.
- Range hauora, te ao turoa, te ao hurihuri, whenua, Te Pae Mahutonga.
- 1.2 Māori human development is explained in relation to the significance of whānau, hapū, and iwi systems.
- 1.3 Pacific Peoples' concepts of human development are explained in terms of current research and theory.
- Range human development throughout the life span – developmental stages, developmental tasks;
evidence relating to any one Pacific Peoples' theory or model is required.
- 1.4 Human development throughout the life span is explained according to a western theory.
- Range human development throughout the life span – developmental stages, developmental tasks;
explanation of the selected theory is differentiated from at least one other western theory.
- 1.5 Major life events are explained in terms of their potential impact on human development.
- Range major life events may include but are not limited to – relationship, family or whānau education, disability, health, employment, income, economic, housing issues;
evidence relating to four major life events is required.

Outcome 2

Explain the potential impact of vision impairment on human development.

- Range the explanation must include a total of four examples with reference to a relevant theory of human development across the life span. The four examples between them must include:
- impact of blindness or other vision impairment from each of accident, birth, illness;
 - two life span stages;
 - two examples about impact when having an additional impairment, which must include deafblindness;

- one Māori theory/model, one Pacific Peoples' theory/model, one western theory/model.

Evidence requirements

- 2.1 The potential impact of vision impairment on human development is analysed and explained.
- Range: explanation must include – potential impact on physical, cognitive, and sensory development.
- 2.2 The potential psychosocial impact of vision impairment on human development is analysed and explained.
- Range: explanation may include – adjustment to vision loss; cycles of grief; self-determination, self esteem; evidence relating to two psychosocial impacts is required.
- 2.3 The potential impact of living with vision impairment on human development is analysed and explained.
- Range impacts may include but are not limited to – reactions to stress and trauma; how people redefine themselves as 'normal'; reactions to being diagnosed as blind or visually impaired; how a person makes sense of themselves within their context; loss of identity, including lack of self-awareness of identity loss; how a person may create a counter story to deal with the threat to their identity; evidence relating to four impacts is required.
- 2.4 The potential impact of a parent's/caregiver's vision impairment on the human development of her/his children is analysed and explained.
- 2.5 Wider impacts of vision impairment are analysed in terms of their potential effect on a person's human development.
- Range wider impacts may include but are not limited to – reactions from wider society, family or whānau; psychological; physical; spiritual; achievement of developmental stages; attachment; trauma; evidence relating to four impacts is required.

Outcome 3

Explain the relevance of human development theories to practice in vision impairment services.

Evidence requirements

- 3.1 Human development theories are identified and explained in terms of how they inform and guide practice in vision impairment services with people who have human development issues that are a consequence of vision impairment.

Range: minimum of four theories which must include one Māori theory; evidence of four examples of differing hypothetical human development issues are explained in relation to each theory.

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| Planned review date | 31 December 2021 |
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Status information and last date for assessment for superseded versions

| Process | Version | Date | Last Date for Assessment |
|--------------|---------|-------------------|--------------------------|
| Registration | 1 | 15 September 2016 | N/A |

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| Consent and Moderation Requirements (CMR) reference | 0024 |
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact Careerforce info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.