Title: Explain cultural theories of human development and their relevance to practice in vision impairment services

Level: 7
Credits: 10

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.

Classification: Health, Disability, and Aged Support > Sensory Support

Available grade: Achieved

Entry information

Recommended skills and knowledge: Unit 29607, Incorporate culturally appropriate responsive processes when working with people who have a vision impairment, or demonstrate equivalent skills and knowledge.

Explanatory notes

1. Recognised reference texts and research include but are not limited to:
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;
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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### Status information and last date for assessment for superseded versions

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### Consent and Moderation Requirements (CMR) reference

0024


**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](mailto:info@careerforce.org.nz) if you wish to suggest changes to the content of this unit standard.