

<b>Title</b>	<b>Research and present findings on a special vision habilitation/rehabilitation topic in Orientation and Mobility (O&amp;M)</b>		
<b>Level</b>	<b>8</b>	<b>Credits</b>	<b>15</b>

<b>Purpose</b>	People credited with this standard are able to demonstrate ability to interpret and analyse research studies, demonstrate knowledge of contemporary vision habilitation/rehabilitation research issues and needs in O&M, prepare a research proposal related to a special a special O&M topic, and undertake a research project on a special O&M topic.
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<b>Classification</b>	Health, Disability, and Aged Support > Sensory Support
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<b>Available grade</b>	Achieved
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<b>Entry information</b>	
<b>Recommended skills and knowledge</b>	Unit 29648, <i>Plan and conduct individualised O&amp;M assessments and provide O&amp;M instruction across a range of environments.</i>

### Explanatory notes

- Research practices must be in accordance with organisational requirements, and comply with relevant government policies, legislation, and codes which include:
  - NZ Disability Strategy, available at <http://www.odi.govt.nz/nzds/>
  - Accident Compensation Act 2001
  - New Zealand Bill of Rights Act 1990
  - Privacy Act 1993
  - Protection of Personal and Property Rights Act 1988
 All the above legislation is available at <http://www.legislation.govt.nz/>.
  - Health and Disability Commissioner Code of Health and Disability Services Consumers' Rights Regulations 1996 (The Code of Rights). Available at <http://www.hdc.org.nz/the-act--code/the-code-of-rights>
  - Privacy Commissioner 2008, Health Information Privacy Code 1994: Incorporating amendments and including revised commentary. Available at <https://www.privacy.org.nz/assets/Files/Codes-of-Practice-materials/HIPC-1994-incl.-amendments-revised-commentary-edit.pdf>
  - New Zealand Health and Disability Ethics Committee's current *Ethical Guidelines for Observational Studies and Ethical Guidelines for Intervention Studies*. Available at <http://ethics.health.govt.nz/ethical-standards-health-and-disability-research>

## 2 Recognised reference texts and articles include but are not limited to:

- Bogdan, R. & Biklen, S. K. (2007). *Qualitative Research for Education: An introduction to theories and methods*. University of California: Pearson/Allyn and Bacon
- Borquin, E.; Emerson, R. W.; Sauerburger, D. (2011). Conditions that Influence Drivers' Yielding Behavior for Uncontrolled Crossings. *Journal of Visual Impairment & Blindness (JVIB)*, 105 (11)
- Borquin, E.; Emerson, R. W., Sauerburger, D., & Barlow, J. M. (2014). Conditions that Influence Drivers' Yielding Behavior in Turning Vehicles at Intersections with Traffic Signal Controls. *Journal of Visual Impairment & Blindness*, 108 (3)
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education* (7<sup>th</sup> ed). London: Routledge
- Denzin, N. K. & Lincoln, Y. S. (Eds) (2011). *The SAGE Handbook of Qualitative Research*. Thousand Oaks: SAGE Publications
- Eisner, E. W. (1998). *The Enlightened Eye: Qualitative inquiry and the enhancement of educational practice*. Upper Saddle River, N. J.: Merrill.
- Emerson, R. W., Kim, D. S., Naghshineh, K., Pliskow, J. & Myers, K. (2011) Examining the Impact of "Quiet" Vehicles on the Performance of Orientation and Mobility Tasks by Pedestrians Who Are Blind. *Journal of Visual Impairment and Blindness*, 105(11)
- Higgins, N. (1999). "The O&M in My Life": Perceptions of people who are blind and their parents. *Journal of Vision Impairment and Blindness*, 93 (9), 561-578
- Kuyk, T., Liu, L., Elliott, J. L., Grubbs, H.E., Owsley, C., McGwin, G., Griffin, R. L., & Fuhr, P. S. (2008). Health-related quality of life following blind rehabilitation. *Quality of Life Research*, 17(4): 497–507
- Mertler, C. A. (2014). *Action Research: Improving schools and empowering educators*. Thousand Oaks, California: SAGE publications
- Mutch, C. (2013). *Doing Educational Research: A practitioner's guide to getting started* (2nd ed). Wellington: NCER Press
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4<sup>th</sup> ed). Los Angeles, California; SAGE Publications
- Sauerburger, D. (2005). Street Crossings: Analyzing risks, developing strategies, and making decisions. *Journal of Vision Impairment and Blindness*, 99(10)
- Sauerburger, D., Bourquin, E. & Sauerburger J. (2013). The Effectiveness of Deaf-Blind Pedestrians Warning Signage on Drivers' Behaviour. *International Journal of Orientation & Mobility*, 5(1), 11-15
- Smith, L. S. (2012), *Decolonizing Methodologies: Research and indigenous peoples* (2nd ed). London: Zed Books
- Wolcott, H. F. (2010). *Writing Up Qualitative Research* (3<sup>rd</sup> ed). Los Angeles: SAGE.

## 3 Definition

*Candidate* refers to the person whose performance and achievements are being assessed using this unit standard.

*Contemporary research* refers to research published no more than 10 years prior to date of assessment.

*Orientation and Mobility (O&M)* refers the ability to move independently, safely, and purposefully through the environment.

*Special O&M topic* is a topic on an aspect of Orientation and Mobility theory or practice related to vision habilitation/rehabilitation identified by the candidate and approved by the assessor.

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**Outcomes and evidence requirements****Outcome 1**

Demonstrate ability to interpret and analyse research studies.

**Evidence requirements**

- 1.1 Research language and concepts are explained.
- Range validity, reliability, generalisation, hypothesis, variables, data collection and analysis.
- 1.2 Differences in research paradigms are compared and their applicability to sample research questions is identified.
- Range paradigms may include but are not limited to – positivism, constructivism, constructionism, critical theory; evidence relating to four paradigms are required.
- 1.3 Qualitative and quantitative research methods are described.
- Range must include – literature reviews, case studies, surveys, focus groups, questionnaires, observational studies, controlled studies.
- 1.4 A research study is analysed to illustrate how issues of validity and reliability are addressed.
- Range research – concepts, methods, questions and conclusions; evidence required of two research studies – one each of qualitative and quantitative.

**Outcome 2**

Demonstrate knowledge of contemporary vision habilitation/rehabilitation research issues and needs in a special O&M topic.

**Evidence requirements**

- 2.1 Recognised research database is searched for published research articles.
- Range recognised research database may include but not limited to – ERIC, Proquest, PsychINFO (Ovid); eight published research articles are required.
- 2.2 Identify research studies undertaken and research gaps in the topic.

**Outcome 3**

Prepare a research proposal related to a special O&M topic.

**Evidence requirements**

3.1 Special O&M topic is identified in relation to a research gap.

3.2 Research proposal is prepared in accordance with organisation's research committee requirements.

Range requirements for the proposal may include but are not limited to – research question or hypothesis; importance of this piece of research, research design/method(s); a proposed work plan for implementation of the research; human, financial, and physical resources required to implement the research; the nature and scope of information to be gathered and analysed; predicted application and limitations of the research findings; identification of sources of information.

3.3 Research proposal meets the ethical standards of the organisation's research committee.

Range ethical standards may include – informed consent, use of personal information, data storage and protection, potential harm, consultation with Māori, consultation, vulnerable participants, remuneration for participants, participant participation/withdrawal.

**Outcome 4**

Undertake a research project on a special O&M topic.

**Evidence requirements**

4.1 Research data is analysed in accordance with the method(s) identified in the research plan.

4.2 Results of research data analysis are tested against the research statements in the research plan.

4.3 Findings are written-up in accordance with a recognised reference text.

Range must include but is not limited to: research topic, research statements, research design and research method(s), information gathered, analysis of research data, conclusions.

4.4 An aspect or summary of the research is written in accordance with the requirements for publication in a recognised journal identified by the candidate.

<b>Planned review date</b>	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	17 November 2016	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	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, the Community Support Services Industry Training Organisation Limited, [info@careerforce.org.nz](mailto:info@careerforce.org.nz) if you wish to suggest changes to the content of this unit standard.