

Title	Engage in informational counselling with a person with hearing impairment to assist them to identify impacts and goals		
Level	6	Credits	8

Purpose	<p>People credited with this standard are able to demonstrate knowledge of: hearing impairment and support and assistance available to a person with hearing impairment in a New Zealand health and wellbeing context.</p> <p>They are able to: establish the environment for a personal adjustment and informational counselling session with a person with hearing impairment; use informational counselling to assist a person to identify the communication and psychosocial needs and concerns related to their hearing impairment and to prioritise goals in relation to these; identify relevant interdisciplinary supports to meet the identified communication and/or psychosocial needs of the person; and manage the closure of a personal adjustment and informational counselling session.</p>
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Classification	Health, Disability, and Aged Support > Hearing Therapy
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Available grade	Achieved
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Explanatory notes

- The performance of all outcomes of this unit standard must comply with any relevant cultural and legislative requirements including the Treaty of Waitangi and the rights and responsibilities of people receiving services or supports as outlined in the Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996 (the Code of Rights).
- References
 Health Information Privacy Code 1994, available at <https://www.privacy.org.nz/assets/Files/Codes-of-Practice-materials/Consolidated-HIPC-current-15-Oct-2015-inc-amdmnts-2-8.pdf>.
 Pitama, S., Huria, T. & Lacey, C. (2014) *Improving Māori Health through Clinical Assessment: Waikare o te Waka o Meihana*. Viewpoint Article. New Zealand Medical Journal. 2 May 2014 (the Meihana model). Available at: https://www.researchgate.net/publication/262228500_Improving_Maori_health_through_clinical_assessment_Waikare_o_te_Waka_o_Meihana.

- 3 This unit standard cannot be assessed against in a simulated environment. It is required that people seeking credit for this unit standard demonstrate competence and be assessed in the workplace. This can be through paid or unpaid employment, or in placements in a service provider workplace negotiated by an education provider.
- 4 An ability to integrate theory with practice in the workplace must be demonstrated. This will call for a variety of modes of assessment and forms of evidence to show consistency of performance across a range of situations.
- 5 **Definition**
Organisational standards refer to the policies, procedures and practices which reflect an organisation's service philosophy and the current and relevant ethical, legislative regulatory and contractual requirements to which the setting or role is subject.

Outcomes and evidence requirements

Outcome 1

Demonstrate knowledge of hearing impairment in a New Zealand health and wellbeing context.

Evidence requirements

- 1.1 Hearing impairment is explained in accordance with organisational standards.

Range	must include but is not limited to – diversity; complexity of identity; distinction between impairment, disability and handicap.
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- 1.2 The rights of a person with hearing impairment are explained in accordance with the Code of Rights.
- 1.3 Hearing impairment is explained in terms of the holistic implications and impacts on, and needs of, the family/whānau of a person with the impairment.

Outcome 2

Demonstrate knowledge of support and assistance available to a person with hearing impairment in a New Zealand health and wellbeing context.

Evidence requirements

- 2.1 Networks and organisations are identified and explained in terms of their role in supporting people with hearing impairment.
- 2.2 The role of health professionals in addressing indigenous health inequalities is explained in accordance with the Meihana model.

Outcome 3

Establish the environment for a personal adjustment and informational counselling session with a person with hearing impairment.

Evidence requirements

3.1 Environment is established for the counselling session in accordance with the identified needs of the person.

Range physical needs, technological needs, communication abilities and needs, social and cultural needs.

3.2 The role and responsibilities of the hearing therapist and the organisation are explained to the person in relation to the collection and confidentiality of client information and in accordance with the requirements of the Health Information Privacy Code 1994.

Range collection and storage of client information; access to client information; transfer of client information.

3.3 The hearing therapist's role and responsibilities are explained to the person in terms of the counselling process and organisational standards.

Range may include but is not limited to – professional boundaries, needs identification, prioritisation, goal-setting, interdisciplinary practice, referral procedures.

3.4 The establishment of the environment for a personal adjustment and informational counselling session is explained in terms of informational counselling theory.

Outcome 4

Use informational counselling to assist a person to identify the communication and psychosocial needs and concerns related to their hearing impairment and to prioritise goals in relation to these.

Evidence requirements

4.1 Information is gained from the person in terms of their communication and psychosocial needs and concerns.

Range must include – exploring ambivalence, motivation to change, acceptance and readiness to change in relation to function, activities, participation, wellbeing.

4.2 The person is assisted to identify, explore and prioritise their key needs and concerns in relation to their identified needs.

Range may include but not limited to – focussing on readiness, strengths, abilities, hope, resilience, acceptance.

4.3 The person is assisted to identify and prioritise realistic and achievable goals to address their identified needs.

Range may include but is not limited to – personal abilities and skills; professional support; family/whānau/caregiver support; relevant information and resources.

4.4 The processes used in informational counselling are explained in terms of motivational interviewing and active listening theory.

Outcome 5

Identify relevant interdisciplinary supports to meet the identified communication and/or psychosocial needs of the person with hearing impairment.

Range supports include professionals and agencies; professionals may include but are not limited to – hearing therapist, audiologist, general practitioner, otorhinolaryngologist, ear nurse specialist, speech-language therapist, counsellor, psychologist, rehabilitationist, interpreter, social worker, cultural advisor; agencies may include but are not limited to – Work and Income, Enable NZ, Age Concern, Citizens Advice Bureau.

Evidence requirements

5.1 The benefits of an interdisciplinary approach are explained in terms of meeting a person's identified communication and/or psychosocial needs.

5.2 Interdisciplinary supports that are identified for a person with hearing impairment match their identified communication and/or psychosocial needs.

Range evidence required for two people with hearing impairment.

Outcome 6

Manage the closure of a personal adjustment and informational counselling session.

Evidence requirements

6.1 Summary of the counselling session confirms the identified key needs and concerns to be addressed through an agreed action plan.

6.2 Summary of the counselling session confirms the agreed goals.

6.3 Summary of the counselling session clarifies the roles of all involved in addressing the identified key needs, concerns, and agreed goals of the person.

6.4 The closure of the personal adjustment and informational counselling session is explained in terms of informational counselling theory.

Planned review date	31 December 2022
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 April 2017	N/A

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.