

Title	Assess the communication capability of a person <u>with who is impacted by hearing loss</u>hearing impairment, and the psychosocial impact of the <u>impairment</u>loss.		
Level	6	Credits	14

Purpose	<p>People credited with this standard are able to, <u>for a person who is impacted by hearing loss: use assessment tools to determine the communication capability of a person and identify their psychosocial needs; identify hearing assistive technologies, professional supports, and social, recreational, and vocational support services available to a person in relation to their communication abilities and needs, and their psychosocial needs.</u>use assessment tools to determine the communication capability, and to identify the psychosocial needs, of a person with hearing impairment<u>who is impacted by hearing loss.</u></p> <p>They are able to identify: hearing assistive technologies available to a person with hearing impairment <u>loss</u> in relation to their communication abilities and needs, and their psychosocial needs; the professional supports available to a person with hearing impairment <u>loss</u> for their identified communication and psychosocial needs; and social, recreational, and vocational support services available to a person with hearing impairment <u>who is impacted by hearing loss.</u></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 **Guidance Information**

1 The performance of all outcomes of this unit standard must comply with any relevant cultural and legislative requirements including Te Tiriti o Waitangi (Te Tiriti o Waitangi | The Treaty of Waitangi | Te Papa), 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. (Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996 (SR 1996/78).

~~The performance of all outcomes of this unit standard must comply with any relevant cultural and legislative requirements including the Treaty of Waitangi~~ The full text of Te Tiriti o Waitangi | The Treaty of Waitangi | Te Papa, ~~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.~~ Health and Disability Commissioner (Code of Health and Disability

~~[Services Consumers' Rights\) Regulations 1996 \(SR 1996/78\) \(as at 06 November 2021\) — New Zealand Legislation.](#)~~

2 References

Alpiner, Jerome G; and McCarthy, Patricia A, *Rehabilitative Audiology: Children and Adults* 3rd ed. (Baltimore: Williams and Wilkins, 1999), is the primary reference for the following tests – Quantified Denver Scale of Communication; California Consonant Test; Speech Perception in Noise Test (SPIN); Sanders Needs Communication Profile.

Erber, Norman P, *Communication Therapy for Hearing-Impaired Adults* (Victoria, Australia: Clavis, 1988), is the primary reference for the following tests – Topicon; Sent-Ident; Erber's Quest-AR.

Erdman, SA; Crowley, JM; and Gillispie, GG, *Considerations in counselling the hearing impaired. Hearing Instruments*, 35 (11) 1984, is the primary reference for the following test – Behavioural Inventory for Rehabilitation Therapy (BIRT). This is no longer published but trainee hearing therapists may access the reference through the [training coordinator, LIFE Unlimited, PO Box 146, Hamilton Training Lead – Hearing, Your Way | Kia Roha.](#)

Hull, Raymond H., *Aural Rehabilitation: Serving Children and Adults*, 4th Ed (San Diego, CA: Singular Publishing Group, 2000), is the primary reference for the following tests – Utley Speech Reading Test; Denver Quick Speechreading Test.

Jeffers, Janet; and Barley, Margaret; *Speechreading* (Springfield, IL: Charles C National Acoustics Laboratory (Australia) is the primary reference for the following tests – Client-Oriented Scale of Improvement (COSI) <http://www.nal.gov.au/>.

Thomas, 1980), is the primary reference for the following test – Barley Speechreading Test.

Weinstein, Barbara E; *Geriatric Audiology* (New York: Thieme, 2000), is the primary reference for the Hearing Handicap Inventory for the Elderly (HHIE).

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 Definitions

Communication partners, [who may or may not be present](#) are the individuals or groups of people whom the individual receiving services has identified as the priority contact(s) for given situations.

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 performance criteria](#)

Outcome 1

Use assessment tools to determine the communication capability of a person ~~with hearing impairment~~.[who is impacted by hearing loss.](#)

Range assessment tools may include but are not limited to – Sent-Ident, Hearing in Noise Test (HINT), Speech Perception in Noise test (SPIN), California Consonant Test (CCT), Denver Quick Speechreading Test, Barley Speechreading Test, Utley Speechreading Test, Topicon, Erber's Quest-AR; evidence is required of two assessment tools.

~~Evidence requirements~~[Performance criteria](#)

- 1.1 The application of assessment tools is explained in accordance with the supplied clinical guidelines.
- 1.2 Assessment tools are administered in accordance with organisational standards and the identified needs of the person and their communication partner(s).
- 1.3 Assessment outcomes are evaluated in relation to the identified needs of the person and their communication partner(s).
- 1.4 The use of each assessment tool used to determine the person's communication capability is explained in terms of the theory that underpins the function of that tool.

Outcome 2

Use assessment tools to identify the psychosocial needs of a person ~~with hearing impairment~~.[who is impacted by hearing loss.](#)

Range assessment tools may include but are not limited to – a range of Hearing Handicap Inventories, Quantified Denver Scale of Communication, Sanders Needs Communication Profile, Client-Oriented Scale of Improvement (COSI), Behavioural Inventory for Rehabilitation Therapy (BIRT), Partner Orientated Scale of Improvement (POSI); evidence is required of two assessment tools.

~~Evidence requirements~~[Performance criteria](#)

- 2.1 The application of assessment tools is explained in accordance with each tool's supplied clinical guidelines.
- 2.2 Assessment tools are administered in accordance with organisational standards and the identified needs of the person and their communication partner(s).
- 2.3 The results obtained from the tool are interpreted in accordance with organisational standards.
- 2.4 Assessment outcomes are evaluated in relation to the identified needs of the person and their communication partner(s).

- 2.5 The use of each assessment tool used to determine the person's psychosocial needs is explained in terms of the theory that underpins the function of that tool.

Outcome 3

Identify hearing assistive technologies available to a person [with hearing impairment who is impacted by hearing loss](#), in relation to their communication abilities and needs, and their psychosocial needs.

Range hearing assistive technologies may include but are not limited to – hearing aids, cochlear implants, other hearing assistive devices; evidence is required of three.

[Evidence requirements](#)[Performance criteria](#)

- 3.1 Identified hearing assistive technologies are described in accordance with the assessed communication abilities and needs of the person, [and with and their consideration of the needs of the](#) communication partner(s).
- 3.2 Identified hearing assistive technologies are described in accordance with the assessed psychosocial needs of the person, [and with their communication partner\(s\) consideration of the communication partner\(s\) needs](#).

Outcome 4

Identify the professional supports available to a person [with hearing impairment who is impacted by hearing loss](#) for their identified communication and psychosocial needs.

Range professional supports may include but are not limited to – hearing therapist, audiologist, general practitioner, otorhinolaryngologist, ear nurse specialist, speech-language therapist, counsellor, psychologist, rehabilitationist.

[Evidence requirements](#)[Performance criteria](#)

- 4.1 Support professionals are identified in accordance with the communication abilities and needs of the person [and with consideration of their communication partner\(s\)](#).
~~and their communication partner(s).~~
- 4.2 Support professionals are identified in accordance with the psychosocial needs of the person [and and with consideration of their communication partner\(s\)](#).
~~their communication partner(s), if appropriate.~~
- 4.3 Referral to professional support is made in accordance with the identified communication and psychosocial needs of the person [and with consideration of their communication partner\(s\)](#).
~~and their communication partner(s), if appropriate.~~

Outcome 5

Identify social, recreational, and vocational support services available to a person ~~with hearing impairment.~~ who is impacted by hearing loss.

Range support services may include but are not limited to – notetaking, interpreting, employment advice, vocational guidance counselling, social worker support, funding advice, budget advisory service.

Evidence requirements Performance criteria

- 5.1 Support services are identified in accordance with assessed communication needs of the person and with consideration of their ~~and their~~ communication partner(s). ~~, if appropriate.~~
- 5.2 Support services are identified in accordance with the assessed psychosocial needs of the person and with consideration of their communication partner(s). ~~and their communication partner(s).~~
- 5.3 Referral to support services is made in accordance with the assessed communication and psychosocial needs of the person and with consideration of their communication partner(s). ~~and their communication partner(s), if appropriate.~~

Planned review date	31 December 202 9 <u>2</u>
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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	<u>31 December 2025</u> N/A
<u>Review</u>	<u>2</u>	<u>Xx July-May 2024</u>	

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 Toitū te Waiora info@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard. Please contact Toitū te Waiora Community, Health, Education and Social Services Workforce Development Council qualifications@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.~~

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

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