

<b>Title</b>	<b>Demonstrate knowledge of the communication needs of a person <u>with who is impacted by hearing impairment</u> and an additional challenge</b>		
<b>Level</b>	<b>6</b>	<b>Credits</b>	<b>6</b>

<b>Purpose</b>	People credited with this standard are able to, <u>for a person impacted by hearing loss</u> : analyse how additional personal challenges may impact on the ability <u>of a person with hearing impairment</u> to manage their communication needs; explain the possible impact of different environmental settings <u>on the ability of a person with hearing impairment</u> and an additional personal challenge to manage their communication needs; and explain the communication supports needed <u>by the person with hearing impairment</u> and an additional <u>personal</u> challenge to manage their communication needs in various environmental settings.
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<b>Classification</b>	Health, Disability, and Aged Support > Hearing Therapy
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<b>Available grade</b>	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 the Treaty of Waitangi | 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)).
- 2 Definition  
An *additional personal challenge* is having an impairment, a condition, or issue health challenge or being disabled in addition to hearing impairment, such as, but not limited to – additional sensory impairment, physical impairment, having a medical condition, having a mental health issue, or being cognitively challenged.

**Outcomes and performance criteria**

**Outcome 1**

Analyse how additional personal challenges may impact on the ability of a person with who is impacted by hearing impairment loss to manage their communication needs.

### Evidence requirements

#### Performance criteria

1.1 Sensory challenges are analysed in terms of the possible impact on the ability of the person to manage their communication needs.

Range visual, tactile.

1.2 Physical challenges are analysed in terms of the possible impact on the ability of the person to manage their communication needs.

Range may include but is not limited to – dexterity, pain, amputation, genetic condition; evidence of three is required.

1.3 Physical health challenges are analysed in terms of the possible impact on the ability of the person to manage their communication needs.

Range may include but is not limited to – heart conditions, stroke, diabetes, vertigo, tumour; evidence of four is required.

1.4 Mental health challenges are analysed in terms of the possible impact on the ability of the person to manage their communication needs.

Range may include but are not limited to – anxiety, depression, bipolar disorder, schizophrenia; evidence of four is required.

1.5 Cognitive challenges are analysed in terms of the possible impact on the ability of the person to manage their communication needs.

Range may include but is not limited to – central auditory processing deficit (CAPD), Alzheimer's disease, dementia, Parkinson's disease, stroke, multiple sclerosis; evidence of four is required.

## **Outcome 2**

Explain the possible impact of different environmental settings on the ability of a person with who is impacted by hearing impairment loss and an additional personal challenge to manage their communication needs.

Range environmental settings may include but are not limited to – supported living, health services, home (care providers, and whānau), retailers; workplace; evidence is required for three settings.

**Evidence requirements**

**Performance criteria**

2.1 The explanation identifies the possible ~~impact of the environmental setting on the ability~~ impacts of the person to manage their communication needs, in different environmental settings.

Range impacts may include but are not limited to – physiological, psychological, psychosocial.

**Outcome 3**

Explain the communication supports needed by the person ~~with~~ who is impacted by hearing ~~impairment~~ loss and an additional personal challenge to manage their communication needs in various environmental settings.

Range environmental settings may include but are not limited to – supported living, health services, home (care providers, and/or whānau), retailers, workplace; evidence is required for three settings.

**Evidence requirements**

**Performance criteria**

3.1 The explanation identifies the skills and attributes required for effective communication.

Range awareness of the impact of dual disability; empathy; willingness to support communication in a variety of modes; willingness to liaise with other professionals and service providers.

3.2 The identified support needs of the person are explained in terms of availability and accessibility.

Range may include but is not limited to – social interactions (activity/participation), well-being (confidence, self-esteem, and adjustment), cultural needs, safety needs, financial needs, educational needs.

<b>Planned review date</b>	31 December <del>2022</del> <u>2029</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	<del>N/A</del> <u>31 December 2025</u>
<u>Review</u>	<u>2</u>	<u>Xx July 2024</u>	

<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>~~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.~~

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**Comments on this unit standard**

Please contact [Careerforce info@careerforce.org.nz](mailto:info@careerforce.org.nz) ~~Toitū te Waiora~~ [info@toitutewaiora.nz](mailto:info@toitutewaiora.nz) if you wish to suggest changes to the content of this unit standard.