

# University of Pretoria Yearbook 2016

## BA Audiology (01130105)

**Duration of study** 4 years

**Contact** Prof L Biagio de Jager [leigh.biagio@up.ac.za](mailto:leigh.biagio@up.ac.za) +27 (0)124206774

### Programme information

This four-year career-oriented degree is aimed at acquiring an in-depth knowledge of the normal hearing process and the influence of a hearing loss within the framework of human communication. Training is provided in the assessment and intervention of people with hearing loss of all age groups.

Closing date for application:

30 June annually

### Admission requirements

- The following candidates will be considered for admission: a candidate who is in possession of a certificate that is deemed by the University to be equivalent to the required Grade 12 certificate with university endorsement ; a candidate who is a graduate from another tertiary institution or has been granted the status of a a graduate of such a institution;and a candidate who is a graduate of another faculty of the University of Pretoria.
- To retain admission learners will be expected to obtain an APS of at least 28 in Grade 12.
- The Faculty will assess satisfactory performance in the NBT in the light of its commitment to ensure that an appropriate proportion of the applicants will be drawn from the historically disadvantaged category of the population.
- Applicants who meet the minimum APS requirements, but who do not comply with the subject requirements must write the NBT.
- Life Orientation is excluded when calculating the APS.

### Minimum requirements for 2017

#### Achievement Level

Afrikaans or English				Mathematics				APS
NSC/IEB	HIGCSE	AS-Level	A-Level	NSC/IEB	HIGCSE	AS-Level	A-Level	
5	3	C	C	4	3	D	D	30

## Additional requirements

Departmental selection takes place.

Practising audologists should have good speech production and language use to serve as a model for individuals with communication and hearing disorders. They should also have good hearing, vision, and motor ability in order to assess and treat individuals with a variety of communication disorders.

## Other programme-specific information

Students who are deemed to be at risk of their level of academic literacy are compelled to take ALL 110 and ALL 125.

Students who are deemed NOT to be at risk of their level of academic literacy may substitute ALL 110 and 125 with SEP 110 or ZUL 110.

Please note:

- Change over from one programme to the other at the end of the first year of study will be subject to available space in the second year of study and to a selection process.
- To pass a module, a subminimum of 40% has to be achieved in each subsection of the following modules: Audiology (ODL), Human communication (KMP) and Speech-language pathology (SPP).

## Pass with distinction

In order to pass the degree with distinction a student has to obtain

- a final mark of 70% or higher for *each* of the modules of the final year;
- an average of 75% or higher for the Audiology modules at fourth-year level; and also
- a final mark of 75% or higher for one of the theoretical modules, ODL 410 or ODL 420.



## Curriculum: Year 1

Minimum credits: 121

### Fundamental modules

#### Anatomy 111 (ANA 111)

**Module credits** 5.00

**Service modules** Faculty of Humanities

**Prerequisites** No prerequisites.

**Contact time** 1 practical per week, 2 lectures per week

**Language of tuition** English

**Academic organisation** Anatomy

**Period of presentation** Semester 1

##### Module content

Anatomy for communication pathology This module is on the theory and practical experience of the structure of the organs involved with speech production and hearing excluding neuro-anatomy. Anatomical terminology and elementary study of tissues; gross anatomy of structures involved with speech production and hearing: larynx, skeletal components and muscles involved with respiration, viscera of the respiratory system, bones and paranasal sinuses of the skull, synopsis of the cranial nerves, structure of the viscera of the vocal tract, structure of the ear; embryology of the face, palate, tongue, larynx and ear.

#### Physiology 110 (FSG 110)

**Module credits** 6.00

**Service modules** Faculty of Humanities  
Faculty of Natural and Agricultural Sciences

**Prerequisites** No prerequisites.

**Contact time** 3 lectures per week

**Language of tuition** Both Afr and Eng

**Academic organisation** Physiology

**Period of presentation** Semester 1

##### Module content

Introduction (terminology and anatomical orientation); chemical principles; cytology and histology; neuro-physiology and the senses; haematology and body fluids; cardiovascular system.

#### Physiology 120 (FSG 120)

**Module credits** 6.00

**Service modules** Faculty of Humanities  
Faculty of Natural and Agricultural Sciences



<b>Prerequisites</b>	FSG 110
<b>Contact time</b>	3 lectures per week
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Physiology
<b>Period of presentation</b>	Semester 2

#### **Module content**

Respiratory system; nutrition; digestion and metabolism; kidneys and acid-base equilibrium; endocrinology; reproduction physiology and reproduction; skin and body temperatures.

### **Human communication 110 (KMP 110)**

<b>Module credits</b>	5.00
<b>Prerequisites</b>	Admission into relevant programme
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 1

#### **Module content**

\*Closed – requires departmental selection

Neurological control of communication. Normal expressive processes: The role of respiration, phonation, resonance, articulation and suprasegmental features in speech production; speech production models and phenomena. Normal receptive processes: Anatomy and physiology of the auditory system, reception and processing of sound and speech. Principles of normal development: Description of prenatal development to child development; feeding, listening, cognitive, motor, socio-emotional development, attachment, caregiving patterns and the relevance to communication development. Normal communication development from childhood to adulthood: Speech, language and hearing development; the influence of ageing on the communication process and hearing; communication variation in a multilingual and multicultural society.

### **Human communication 120 (KMP 120)**

<b>Module credits</b>	6.00
<b>Prerequisites</b>	Admission into relevant programme
<b>Contact time</b>	4 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 2

## Module content

\*Closed – requires departmental selection

Theoretical principles of assessment and intervention in communication pathology, procedures and techniques; ethical standards; adaptations for age, culture and perceptions of disorders. Educational and learning principles. Theoretical basis of prevention, levels of prevention. Promotion of normal hearing, speech and language development; prevention programmes for speech, language and hearing disorders with special emphasis on identification in primary healthcare. Principles of primary healthcare.

## Audiology 110 (ODL 110)

<b>Module credits</b>	5.00
<b>Prerequisites</b>	Admission into relevant programme
<b>Contact time</b>	2 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 1

## Module content

\*Closed – requires departmental selection

Introduction to theory of Audiological assessment: The basic audiometric test battery: the initial interview and the case history; the otoscopic examination; tuning fork tests; pure-tone audiometry (air conduction testing, bone conduction testing, masking and the audiometric Weber); speech audiometric tests (threshold and above-threshold tests); immittance testing (screening) and an overview of audiometric test procedures.

## Audiology 120 (ODL 120)

<b>Module credits</b>	7.00
<b>Prerequisites</b>	Admission into relevant programme
<b>Contact time</b>	2 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 2

## Module content

\*Closed – requires departmental selection

Introduction to auditory rehabilitation and amplification: The importance of the early identification of a hearing loss; characteristics of the person with a hearing loss; communication problems caused by different types and degrees of hearing loss; the choices of basic communication approaches for the young child with hearing loss; the basic elements of a rehabilitation program for a person with a hearing loss (speech reading, auditory training, communication strategies); and the role of the healthcare professionals in this process. Introduction to sound acoustics; the development of hearing instruments; overview of non-invasive amplification; basic components and electroacoustic properties of hearing aids; controls and functions of different hearing aids; basic information on available advanced amplification; technical standards and performance data; identification and management of distortions and feedback in instruments; overview of ear moulds and shells and the modification thereof.

## Audiology: Practical 181 (ODL 181)

**Module credits** 5.00

**Prerequisites** Admission into relevant programme

**Contact time** 1 practical per week, 1 seminar per week

**Language of tuition** Double Medium

**Academic organisation** Speech-Language Pathlgy + Aud

**Period of presentation** Year

## Module content

\*Closed – requires departmental selection

Practical application of the basic audiometric test battery: the initial interview and the case history; the otoscopic examination; tuning fork tests; pure-tone audiometry (air conduction testing, bone conduction testing, masking and the audiometric Weber); speech audiometric tests (threshold and above-threshold tests); immittance testing (screening) and report writing. Practical application of audiological rehabilitation; basic components and electroacoustic properties of hearing aids; controls and functions of different styles and types of hearing aids; technical standards and performance data; troubleshooting of faulty hearing aids; overview of earmoulds and shells and the modification thereof.

## Psychology 110 (SLK 110)

**Module credits** 12.00

**Service modules** Faculty of Engineering, Built Environment and Information Technology  
Faculty of Education  
Faculty of Health Sciences  
Faculty of Natural and Agricultural Sciences

**Prerequisites** No prerequisites.

**Contact time** 2 discussion classes per week, 2 lectures per week

**Language of tuition** Both Afr and Eng

**Academic organisation** Psychology

**Period of presentation** Semester 1

### Module content

This module is a general orientation to Psychology. An introduction is given to various theoretical approaches in Psychology, and the development of Psychology as a science is discussed. Selected themes from everyday life are explored and integrated with psychological principles. This module focuses on major personality theories. An introduction is given to various paradigmatic approaches in Psychology.

## Psychology 120 (SLK 120)

**Module credits** 12.00

**Service modules** Faculty of Engineering, Built Environment and Information Technology  
Faculty of Education  
Faculty of Health Sciences  
Faculty of Natural and Agricultural Sciences

**Prerequisites** No prerequisites.

**Contact time** 2 lectures per week, 2 discussion classes per week

**Language of tuition** Both Afr and Eng

**Academic organisation** Psychology

**Period of presentation** Semester 2

### Module content

This module introduces the student to a basic knowledge and understanding of the biological basis of human behaviour. The module addresses the key concepts and terminology related to the biological subsystem, the rules and principles guiding biological psychology, and identification of the interrelatedness of different biological systems and subsystems. In this module various cognitive processes are studied, including perception, memory, thinking, intelligence and creativity. Illustrations are given of various thinking processes, such as problem solving, critical, analytic and integrative thinking.

## Speech-language pathology 110 (SPP 110)

**Module credits** 5.00

**Prerequisites** Admission into relevant programme

**Contact time** 2 lectures per week

**Language of tuition** Double Medium

**Academic organisation** Speech-Language Pathlgy + Aud

**Period of presentation** Semester 1

## Module content

\*Closed – requires departmental selection

Defining the profession and the professional functions of the speech-language therapist. Historical overview of the development of the profession and description of the client basis. Professional and ethical standards. An overview of speech and language disorders of both the paediatric and adult client groups. Description of articulation disorders and developmental phonological development disorders. Overview of the nature and causal factors of these disorders and description of the characteristics of clients with these disorders. Approaches to the assessment and treatment of these disorders. Principles of professional report writing.

## Speech-language pathology 120 (SPP 120)

<b>Module credits</b>	7.00
<b>Prerequisites</b>	Admission into relevant programme
<b>Contact time</b>	2 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 2

## Module content

\*Closed – requires departmental selection

Description of craniofacial disorders. Overview of the nature and causal factors of these disorders and description of the characteristics of clients with these disorders. Approaches to the assessment and treatment of these disorders. An introduction to dysphagia and oro-myofacial disorders.

## Speech-language pathology: Practical 181 (SPP 181)

<b>Module credits</b>	5.00
<b>Prerequisites</b>	Admission into relevant programme
<b>Contact time</b>	7 seminars, 28 practicals
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Year

## Module content

\*Closed – requires departmental selection

Guided observation of initial interviews and intervention with clients with a range of communication disorders. Identification of speech disorders in children and adults. Screening approaches to articulation and developmental phonological disorders.

## Speech science 101 (SWL 101)

<b>Module credits</b>	5.00
<b>Prerequisites</b>	SWL 111, SWL 181
<b>Contact time</b>	3 lectures per week



<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 1

#### Module content

\*Closed – requires departmental selection

Introduction to the study of language: Content: Semantics; Form: phonology, morphology, syntax. Use: pragmatics and paralinguistic aspects. Sound structure of language: Phonology in more detail. Introduction to application on developmental phonological disorders and acquired phonological disorders. Normal development of morphology and syntax. Child-language analysis in communication pathology - theoretical base and practical considerations in the clinical and research context.

### Speech science 111 (SWL 111)

<b>Module credits</b>	6.00
<b>Prerequisites</b>	Admission into relevant programme
<b>Contact time</b>	3 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 2

#### Module content

\*Closed – requires departmental selection

Introduction to the physics of sound; resonance and speech; acoustic phonetics; introduction to sound spectrography; speech acoustics; psycho-acoustics and sound perception; auditory perception of speech – main theories and strategies for speech recognition.

### Speech science 181 (SWL 181)

<b>Module credits</b>	5.00
<b>Prerequisites</b>	Admission into relevant programme
<b>Contact time</b>	28 practicals
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Year

#### Module content

\*Closed – requires departmental selection

Articulatory phonetics; auditory speech sound discrimination (normal speech sounds); phonetic transcription of the sounds of normal speech; articulatory and auditory awareness training.

### Sepedi for beginners 110 (SEP 110)

<b>Module credits</b>	12.00
-----------------------	-------



<b>Service modules</b>	Faculty of Education Faculty of Health Sciences
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	1 discussion class per week, 2 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	African Languages
<b>Period of presentation</b>	Semester 1

#### Module content

\*For absolute beginners only.

\*Only students from the School of Healthcare Sciences may take this module during semester 2. All other students must take this module during semester 1. Also note that students from the School of Healthcare Sciences, who already possess the language skills taught in this module, may write an exemption examination. The acquisition of basic Sepedi communicative skills with emphasis on everyday expressions and suitable high frequency vocabulary, within specific social situations.

### Setswana for beginners 110 (STW 110)

<b>Module credits</b>	12.00
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	2 lectures per week, 1 discussion class per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	African Languages
<b>Period of presentation</b>	Semester 1

#### Module content

\* For absolute beginners only.

The acquisition of basic Setswana communicative skills with emphasis on everyday expressions and suitable high frequency vocabulary with specific social situations.

### isiZulu for beginners 110 (ZUL 110)

<b>Module credits</b>	12.00
<b>Service modules</b>	Faculty of Education Faculty of Health Sciences
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	1 discussion class per week, 2 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	African Languages
<b>Period of presentation</b>	Semester 1 and Semester 2

## Module content

\*For absolute beginners only

\*Only students from the School of Healthcare Sciences may take this module during semester 2. All other students must take this module during semester 1. Students from the School of Healthcare Sciences, who already possess the language skills taught in this module, may write an exemption examination.

The acquisition of basic isiZulu communicative skills with emphasis on everyday expressions and suitable high frequency vocabulary, within specific situations.

## Academic information management 101 (AIM 101)

**Module credits** 6.00

### Service modules

Faculty of Engineering, Built Environment and Information Technology  
Faculty of Education  
Faculty of Economic and Management Sciences  
Faculty of Humanities  
Faculty of Law  
Faculty of Health Sciences  
Faculty of Natural and Agricultural Sciences  
Faculty of Theology  
Faculty of Veterinary Science

**Prerequisites** No prerequisites.

**Contact time** 2 lectures per week

**Language of tuition** Both Afr and Eng

**Academic organisation** Information Science

**Period of presentation** Semester 1

### Module content

Find, evaluate, process, manage and present information resources for academic purposes using appropriate technology. Apply effective search strategies in different technological environments. Demonstrate the ethical and fair use of information resources. Integrate 21st-century communications into the management of academic information.

## Academic information management 111 (AIM 111)

**Module credits** 4.00

### Service modules

Faculty of Engineering, Built Environment and Information Technology  
Faculty of Education  
Faculty of Economic and Management Sciences  
Faculty of Humanities  
Faculty of Law  
Faculty of Health Sciences  
Faculty of Natural and Agricultural Sciences  
Faculty of Theology

**Prerequisites** No prerequisites.

**Contact time** MAMELODI, 2 lectures per week



**Language of tuition** Both Afr and Eng

**Academic organisation** Information Science

**Period of presentation** Semester 1

**Module content**

Find, evaluate, process, manage and present information resources for academic purposes using appropriate technology.

**Academic information management 121 (AIM 121)**

**Module credits** 4.00

**Service modules**

Faculty of Engineering, Built Environment and Information Technology  
Faculty of Education  
Faculty of Economic and Management Sciences  
Faculty of Humanities  
Faculty of Law  
Faculty of Health Sciences  
Faculty of Natural and Agricultural Sciences  
Faculty of Theology  
Faculty of Veterinary Science

**Prerequisites** No prerequisites.

**Contact time** 2 lectures per week, MAMELODI

**Language of tuition** Both Afr and Eng

**Academic organisation** Information Science

**Period of presentation** Semester 2

**Module content**

Apply effective search strategies in different technological environments. Demonstrate the ethical and fair use of information resources. Integrate 21st-century communications into the management of academic information.

**Academic literacy 110 (ALL 110)**

**Module credits** 6.00

**Service modules**

Faculty of Health Sciences  
Faculty of Theology

**Prerequisites** No prerequisites.

**Contact time** 2 lectures per week

**Language of tuition** English

**Academic organisation** Unit for Academic Literacy

**Period of presentation** Semester 1

## Module content

This module intends to equip students to cope more confidently and competently with the reading and understanding of a variety of texts, to apply these skills in a variety of contexts and to follow the conventions of academic writing.

## Academic literacy for Humanities 125 (ALL 125)

<b>Module credits</b>	6.00
<b>Service modules</b>	Faculty of Health Sciences
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	2 lectures per week
<b>Language of tuition</b>	English
<b>Academic organisation</b>	Unit for Academic Literacy
<b>Period of presentation</b>	Semester 2

## Module content

This module equips students to understand and use a range of discipline-specific terminology; apply the strategies of critical and comprehensive reading to their own academic literacy; apply the conventions of academic writing to their own writing, using the process approach, to produce intelligible academic texts and use the correct referencing technique as required by the faculty.

## Academic orientation 101 (UPO 101)

<b>Module credits</b>	0.00
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Humanities Dean's Office
<b>Period of presentation</b>	Year

## Introduction to Setswana grammar - capita selecta 111 (STW 111)

<b>Module credits</b>	12.00
<b>Contact time</b>	2 lectures per week
<b>Language of tuition</b>	Setswana
<b>Academic organisation</b>	African Languages
<b>Period of presentation</b>	Semester 1

## Module content

\*For speakers of Setswana as home language or first or second additional language. Aspects of the grammar of Setswana such as an introduction to the word categories; an introduction to the structure, meaning and use of the noun, the adjective, the relative, the possessive; the verb; writing and spelling rules; dictionaries and dictionary use; grammatical analysis.

## Curriculum: Year 2

Minimum credits: 129

### Core modules

#### Human communication 210 (KMP 210)

<b>Module credits</b>	5.00
<b>Prerequisites</b>	KMP 110, KMP 120
<b>Contact time</b>	2 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 1

##### Module content

\*Closed – requires departmental selection

Intervention for children with hearing loss: the shared role of the speech-language therapist and audiologist; neurological foundations of listening and talking; language and speech of the child with a hearing loss; strategies to develop listening skills; the importance of auditory training; the role of the speech-language therapist in cochlear implants; multidisciplinary management of auditory neuropathy spectrum disorder. Models of service delivery.

#### Human communication 220 (KMP 220)

<b>Module credits</b>	5.00
<b>Prerequisites</b>	KMP 110, KMP 120
<b>Contact time</b>	2 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 2

##### Module content

\*Closed – requires departmental selection

Early communication intervention: Description of risk populations; philosophical and historical perspectives of early intervention; team approach; family-centered approach. Early communication assessment and treatment of infants and toddlers at risk for communication developmental delays and with hearing impairment. Infant developmental screening and care giver education. Auditory processing disorders: Organic and non-organic causes; the central auditory nervous system; different approaches to auditory processing and auditory processing disorders. Description and profiling of auditory processing disorders, screening procedures, assessment and intervention. A transdisciplinary approach to auditory processing disorders.

#### Neuro-anatomy for communication pathology 211 (NAN 211)

<b>Module credits</b>	7.00
-----------------------	------



<b>Service modules</b>	Faculty of Humanities
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	1 practical per week, 1 lecture per week
<b>Language of tuition</b>	English
<b>Academic organisation</b>	Anatomy
<b>Period of presentation</b>	Semester 1

#### Module content

This module focuses on the theory and practical experience of the structure of the central nervous system, course and distribution of the cranial nerves and embryology of the central nervous system. Division; embryology of the central nervous system; histology of the nervous system; gross anatomy: spinal cord, brain stem, cerebral hemispheres, ventricles, meninges and circulation of cerebro-spinal fluid, blood circulation, cranial nerves, autonomic nervous system and tracts of the CNS.

### Neuro-physiology 221 (NFG 221)

<b>Module credits</b>	7.00
<b>Service modules</b>	Faculty of Humanities
<b>Prerequisites</b>	FSG 110, FSG 120
<b>Contact time</b>	2 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Physiology
<b>Period of presentation</b>	Semester 2

#### Module content

\*Requires FSG 110 and FSG 120

In this module neurophysiology is studied. Sections included are neuronal physiology, the central nervous system, the peripheral nervous system, which includes the afferent as well as the efferent parts.

### Audiology 210 (ODL 210)

<b>Module credits</b>	10.00
<b>Prerequisites</b>	ODL 110,120,181
<b>Contact time</b>	3 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 1

## Module content

\*Closed – requires departmental selection

Anatomy, physiology and pathology of the auditory system as foundation for audiological diagnosis. Acoustical measurement, calibration, standards and technical aspects of audiology. Advance applications of the audiometric test battery including psychoacoustic tests for site-of-lesion testing and functional hearing loss assessment. Preventative audiology: the auditory and non-auditory effect of noise; hearing conservation programmes; noise measurement and management; hearing assessment in industry; hearing protection and hearing protectors.

## Audiology 220 (ODL 220)

<b>Module credits</b>	10.00
<b>Prerequisites</b>	ODL 110,120,181
<b>Contact time</b>	3 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 2

## Module content

\*Closed – requires departmental selection

Amplification systems; the stages of hearing aid fitting; assistive listening devices and technologies; advanced hearing aid fitting; hearing aid fitting strategies for adults; invasive hearing devices. Aural rehabilitation: the assessment and intervention of a person with a hearing loss. Communication evaluation and rehabilitation of the geriatric client and adult with acquired hearing loss. The components of an aural rehabilitation programme.

## Audiology: Practical 281 (ODL 281)

<b>Module credits</b>	5.00
<b>Prerequisites</b>	ODL 110,120,181
<b>Contact time</b>	28 seminars, 40 practicals
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Year

## Module content

\*Closed – requires departmental selection

Practical application: diagnostic audiology procedures on the adult with a congenital and acquired hearing loss; diagnostic immittance test procedures; practical application of psychoacoustic tests. Performing screening audiometry on all populations. Practical exposure to diagnostic and advanced applications of immittance testing, psychoacoustic site-of-lesion testing and tests for functional hearing loss. Observation of an audiology private practice and adult hearing aid fitting. Preventative audiology practical.

## Psychology 210 (SLK 210)

<b>Module credits</b>	20.00
-----------------------	-------



<b>Service modules</b>	Faculty of Engineering, Built Environment and Information Technology Faculty of Health Sciences Faculty of Natural and Agricultural Sciences
<b>Prerequisites</b>	SLK 110, SLK 120(GS)
<b>Contact time</b>	2 discussion classes per week, 2 lectures per week
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Psychology
<b>Period of presentation</b>	Semester 1

#### Module content

In this module human development from conception through adolescence to adulthood is discussed with reference to various psychological theories. Incorporated are the developmental changes related to cognitive, physical, emotional and social functioning of the individual and the context of work in adulthood. Traditional and contemporary theories of human development explaining and describing these stages are studied in order to address the key issues related to both childhood and adulthood.

### Psychology 220 (SLK 220)

**Module credits** 20.00

<b>Service modules</b>	Faculty of Engineering, Built Environment and Information Technology Faculty of Health Sciences Faculty of Natural and Agricultural Sciences
<b>Prerequisites</b>	SLK 110, SLK 120(GS) and (RES 210 recommended)
<b>Contact time</b>	2 discussion classes per week, 2 lectures per week
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Psychology
<b>Period of presentation</b>	Semester 2

#### Module content

This module is a social-psychological perspective on interpersonal and group processes. Themes that are covered include communication, pro-social behaviour, social influence and persuasion, political transformation, violence, and group behaviour.

### Speech science 201 (SWL 201)

**Module credits** 10.00

<b>Prerequisites</b>	SWL 111 and SWL 181
<b>Contact time</b>	5 clinical training sessions
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 1

### Module content

\*Closed: requires departmental selection

Speech and voice analysis for clinical and research purposes: recording of a speech sample and perceptual analysis of normal and disordered speech and voice production.

## Speech science 210 (SWL 210)

**Module credits** 10.00

**Prerequisites** SWL 101

**Contact time** 2 lectures per week, 4 clinical training sessions

**Language of tuition** Double Medium

**Academic organisation** Speech-Language Pathlgy + Aud

**Period of presentation** Semester 1

### Module content

\*Closed – requires departmental selection

Pragmatic development: Social and communicative bases of language. Pragmatic development of the pre-school child. Pragmatic development of the school-going child and adults. Language and socio-cultural diversity and communication pathology. Culturally valid language assessment and intervention strategies within the bilingual and multilingual context.

## Speech science 220 (SWL 220)

**Module credits** 10.00

**Prerequisites** SWL 101

**Contact time** 2 lectures per week

**Language of tuition** Double Medium

**Academic organisation** Speech-Language Pathlgy + Aud

**Period of presentation** Semester 2

### Module content

\*Closed – requires departmental selection

South African sign language in relation to international sign languages. The principles of sign language – lexicon and grammar. Practical sessions for enabling basic conversation. The role/use of sign language interpreters.

## Curriculum: Year 3

**Minimum credits: 115**

### Core modules

#### Human communication 310 (KMP 310)

<b>Module credits</b>	10.00
<b>Prerequisites</b>	KMP 210, 220
<b>Contact time</b>	4 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 1

##### Module content

\*Closed – requires departmental selection

Research: Basic skills required for the successful execution of a research project and its application in Audiology and Speech-language Pathology. The development of a research proposal, ranging from basic theoretical principles to the technical aspects of research. Principles of service delivery in the health system. Organisation of the health system. Neurodevelopmental supportive care and neonatal communication intervention. Augmentative and alternative communication>

#### Human communication 320 (KMP 320)

<b>Module credits</b>	10.00
<b>Prerequisites</b>	KMP 210, KMP 220
<b>Contact time</b>	3 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 2

##### Module content

\*Closed – requires departmental selection

Augmentative and alternative communication. Different issues and principles related to augmentative and alternative communication intervention: multi-component systems, requisites and support systems. The application of different systems, in particular the use of technology in daily living. Service-related professional functions in Communication Pathology: Consultation, counselling, education and management. The speech-language therapist and audiologist as consultants in developing countries; medico-legal consultation. Consultation with and education of other professional groups. Counselling of a person with a communication disorder and family after the loss of normal communication or hearing. The speech-language therapist and audiologist as managers: administration, finances, personnel, purchases and budget.

#### Human communication: Practical 381 (KMP 381)

<b>Module credits</b>	5.00
-----------------------	------



<b>Prerequisites</b>	KMP 210, 220, 281
<b>Contact time</b>	6 practicals, 70 clinical training sessions, 20 seminars
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Year

#### Module content

\*Closed – requires departmental selection

Principles of service delivery in the health system and teamwork. Organisation of healthcare services. Promotion of health and primary healthcare. Observation and practice in healthcare contexts. Observation of advanced diagnostic and intervention procedures: Video-fluoroscopy, diagnostic audiology and neonatal developmental care.

### Audiology 310 (ODL 310)

<b>Module credits</b>	16.00
<b>Prerequisites</b>	ODL 210, 220, 281
<b>Contact time</b>	3 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 1

#### Module content

\*Closed – requires departmental selection

Electrophysiological assessments of the auditory system and vestibular system, including Otoacoustic Emissions, the range of Auditory Evoked Potentials (ECochG, ABR, ASSR, MLR, ALLR, P300, VEMP), and tests of vestibular functioning and rehabilitation of vestibular disorders. Auditory processing disorders; screening; audiological assessment and intervention. Tinnitus and hyperacusis assessment and management.

### Pedo-audiology: Theory 320 (ODL 320)

<b>Module credits</b>	16.00
<b>Prerequisites</b>	ODL 210, 220, 281
<b>Contact time</b>	3 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 2

## Module content

\*Closed – requires departmental selection

Paediatric audiology in terms of identification, diagnosis and intervention. Early identification programmes in terms of the rationale, procedures and protocols, quality standards and benchmarks. Diagnostic procedures according to the developmental ages including application of electrophysiological procedures for auditory functioning, behavioural observation, visual reinforcement and conditioned play audiometry. Principles of early intervention and the role of the paediatric audiologist. Intervention in terms of counselling and the principles, stages and challenges of paediatric hearing aid fitting.

### Audiology: Practical 381 (ODL 381)

<b>Module credits</b>	15.00
<b>Prerequisites</b>	ODL 210, 220, 281
<b>Contact time</b>	14 seminars, 36 practicals, 40 clinical training sessions
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Year

## Module content

\*Closed – requires departmental selection

Hearing aid selection, fitting, verification and adaptation for the adult population. Assessment and intervention of the geriatric client and the adult client with adventitious hearing loss. Assessment, counselling and rehabilitation of the client with Tinnitus and hyperacusis.

### Audiology: Practical 382 (ODL 382)

<b>Module credits</b>	15.00
<b>Prerequisites</b>	ODL 210, 220, 281
<b>Contact time</b>	14 seminars, 44 practicals, 20 clinical training sessions
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Year

## Module content

\*Closed – requires departmental selection

Advanced audiological assessments including electrophysiological measures such as Oto-acoustic Emissions and Auditory Evoked Potentials. Vestibular assessments on patients with vertigo/dizziness and disequilibrium, and vestibular rehabilitation. Assessment of auditory processing disorders.

### Psychology 310 (SLK 310)

<b>Module credits</b>	30.00
<b>Service modules</b>	Faculty of Engineering, Built Environment and Information Technology Faculty of Natural and Agricultural Sciences

<b>Prerequisites</b>	SLK 210(GS), SLK 220(GS)
<b>Contact time</b>	2 discussion classes per week, 2 lectures per week
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Psychology
<b>Period of presentation</b>	Semester 1

#### Module content

Identification of abnormal behaviour in children based on knowledge of normal childhood development; introduction to the study of various models pertaining to abnormal behaviour; understanding and application of basic concepts in child psychopathology. This module also provides an introduction to psychopathology and symptomatology of adult abnormal behaviour. Terminology, definitions of abnormal behaviour, problems in diagnosis, labelling, and myths regarding abnormal behaviour are discussed. Neurosis as a specific mental disorder is studied critically from a multidimensional perspective, including intrapsychic, interpersonal and social-cultural explanations.

### Psychology 320 (SLK 320)

<b>Module credits</b>	30.00
<b>Service modules</b>	Faculty of Engineering, Built Environment and Information Technology Faculty of Natural and Agricultural Sciences
<b>Prerequisites</b>	SLK 310(GS)
<b>Contact time</b>	2 lectures per week, 2 discussion classes per week
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Psychology
<b>Period of presentation</b>	Semester 2

#### Module content

This module deals with a community psychological perspective on human behaviour and psychological interventions and also critically explores the contribution of various perspectives in psychology. The module focuses on themes such as definitions of key concepts, principles and aims of community psychology, and the role of the community psychologist as well as the impact of earlier thought frameworks on contemporary perspectives. The implications of these ideas for practical initiatives focussed on mental health in communities, are discussed. The module further focuses on critical psychology. Critical psychology is an orientation towards psychology that is critical towards the assumptions and practices of psychology as it is practiced in the mainstream. It attempts to address power issues as they manifest in the practice of mainstream psychology. The focus is on examining how the practice and theories of mainstream psychology contribute to these power issues impacting on marginalised groups.

## Curriculum: Final year

Minimum credits: 115

### Core modules

#### Human communication 481 (KMP 481)

<b>Module credits</b>	30.00
<b>Prerequisites</b>	KMP 310, KMP 320, SPP 310, SPP 320 or ODL 310, ODL 320
<b>Contact time</b>	14 lectures per week, 14 discussion classes per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Year

##### Module content

\*Closed – requires departmental selection

Methods, procedures and designs; research ethics; participants; collection and analysis of data. Execution of a research project and writing a scientific report.

#### Early intervention: Practical 482 (KMP 482)

<b>Module credits</b>	10.00
<b>Prerequisites</b>	KMP 310, 320, 381
<b>Contact time</b>	23 clinical training sessions, 23 practicals
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Year

##### Module content

\*Closed – requires departmental selection

Clinical application of assessment and treatment principles of infants at risk for communication disabilities, parent-infant interaction, family needs, teamwork and community-based intervention.

#### Community-based contexts: Practical 483 (KMP 483)

<b>Module credits</b>	10.00
<b>Prerequisites</b>	KMP 310, 320, 381
<b>Contact time</b>	48 practicals
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Year

### Module content

\*Closed – requires departmental selection Clinical application of the principles of community-based intervention in communication pathology and audiology . Planning, developing and executing intervention programmes, establishing multisectorial networks and applying professional skills with special reference to prevention, training of caregivers, counselling and research in primary healthcare. Collaboration with healthcare and allied health professionals.

### Audiology 410 (ODL 410)

<b>Module credits</b>	30.00
<b>Prerequisites</b>	ODL 310, 320, 381, 382
<b>Contact time</b>	3 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 1

### Module content

\*Closed – requires departmental selection

Educational audiology: Definition, intervention and educational issues. Evaluation and intervention of the child with a hearing loss with specific reference to: early intervention strategies, strategies to develop a child's auditory skills and expressive and receptive language, communication methods, collaboration and consultation.

### Audiology 420 (ODL 420)

<b>Module credits</b>	30.00
<b>Prerequisites</b>	ODL 310, 320, 381, 382
<b>Contact time</b>	3 lectures per week
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud
<b>Period of presentation</b>	Semester 2

### Module content

\*Closed - requires departmental selection.

Recent developments and trends in Audiology: Ear canal and cerumen management. The audiologist in different career settings: private practice; hospitals; universities; schools.

### Audiology: Practical 481 (ODL 481)

<b>Module credits</b>	15.00
<b>Prerequisites</b>	ODL 310, 320, 381, 382
<b>Contact time</b>	28 seminars, 100 hours clinical training sessions, 124 hours practical sessions
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Speech-Language Pathlgy + Aud



**Period of presentation** Year

**Module content**

\*Closed – requires departmental selection

Educational audiology: Intervention with a client with hearing loss of any age; holistic assessment and development of an individualised intervention programme. Intervention with a group of children with hearing loss in an educational setting. Fitting, verification, orientation and validation of hearing aids in the paediatric population. Intervention in terms of follow-up and on-going assessment, counselling and parent guidance. Observation of cochlear implant MAPping and intervention.

**Audiology: Practical 482 (ODL 482)**

**Module credits** 20.00

**Prerequisites** ODL 310, 320, 381, 382

**Contact time** 112 practicals

**Language of tuition** Double Medium

**Academic organisation** Speech-Language Pathlgy + Aud

**Period of presentation** Year

**Module content**

\*Closed – requires departmental selection

Application of professional skills in all contexts (primary, secondary and tertiary health care contexts). Private practice administration and business management.

The information published here is subject to change and may be amended after the publication of this information. The [General Regulations \(G Regulations\)](#) apply to all faculties of the University of Pretoria. It is expected of students to familiarise themselves well with these regulations as well as with the information contained in the [General Rules](#) section. Ignorance concerning these regulations and rules will not be accepted as an excuse for any transgression.