

https://dspace.org/

Educating audiologists in South Africa: internationally recognized specialists or locally relevent generalists? A pilot study investigating the perceived adequacy of undergraduate programmes in South Africa and the need for educational reform

Wemmer, Kathleen

2008-06-24T11:17:30Z
http://hdl.handle.net/10539/4976

Downloaded from a DSpace repository. https://dspace.org/

QUESTIONNAIRE

Please complete relevant sections of the questionnaire by shading the appropriate circle as shown. Sections A and E to be completed by all. Sections B, C and D to be completed by those who have clinical experience in audiology since graduation.



INSTRUCTIONS:
1. Use only an HB pencil or blue or black pen.
2. Darken the circle completely.
3. Do not make any stray marks on this form.

CORRECT MARK ●
INCORRECT MARKS ∅ ✗ ◒ ⊙

Section A: Biographical Information

To be completed by all:

1. Gender
- Male ○
- Female ○

2. Highest academic qualification in audiology:
- Diploma (Community Speech & Hearing Worker) ○
- Undergraduate degree ○
- Masters (Dissertation) ○
- Masters (Coursework) ○
- PhD (Research) ○

3. Year of graduation (undergraduate degree)

0 0 0 0 / 1 1 1 1 / 2 2 2 2 / 3 3 3 3 / 4 4 4 4 / 5 5 5 5 / 6 6 6 6 / 7 7 7 7 / 8 8 8 8 / 9 9 9 9

4. Undergraduate training completed at:
- University of Cape Town ○
- University of Kwazulu-Natal (Durban-Westville) ○
- University of Pretoria ○
- University of Stellenbosch ○
- University of Witwatersrand ○
- University of Limpopo (Medunsa) ○
- Other ○

5. Postgraduate training completed at:
- University of Cape Town ○
- University of Kwazulu-Natal (Durban-Westville) ○
- University of Pretoria ○
- University of Stellenbosch ○
- University of Witwatersrand ○
- Other ○
- Not applicable ○

6. Qualified as:
- Audiologist ○
- Speech-Language Therapist ○
- Speech-Language & Hearing Therapist ○
- Community Speech & Hearing Worker ○

7. Registered with HPCSA as:
- Audiologist ○
- Speech-Language Therapist ○
- Speech-Language & Hearing Therapist ○
- Community Service Graduate ○
- Community Speech & Hearing Worker ○

8. Currently practising as: *(please select only one)*
- Audiologist ○
- Speech-Language Therapist ○
- Speech-Language & Hearing Therapist ○
- Community Speech & Hearing Worker ○
- None of the above ○

9. Date employed in current workplace

YEAR	MONTH	DAY
00	JAN 01	00
11	FEB 02	11
22	MAR 03	22
33	APR 04	33
44	MAY 05	4
55	JUN 06	5
66	JUL 07	6
77	AUG 08	7
88	SEP 09	8
99	OCT 10	9
	NOV 11	
	DEC 12	

10. Primary workplace: *(please select only one)*
- Autonomous Private Practice ○
- District Health Area/Clinic ○
- Hearing Aid Company ○
- Not currently practising this profession ○
- Private Hospital ○
- Private Practice owned / co-owned by ENT Specialist ○
- Specialised School ○
- State Hospital ○
- Tertiary Education Institution ○
- The Military ○
- Other ○

11. Primary workplace may be described as:
- Public Sector ○
- Private Sector ○

12. Province employed in: *(please select only one)*
- Eastern Cape ○
- Free State ○
- Gauteng ○
- Kwazulu-Natal ○
- Limpopo ○
- Mpumalanga ○
- Northern Cape ○
- North West ○
- Western Cape ○

13. Select the languages that you are confronted with in your work setting
- Afrikaans ○
- English ○
- IsiNdebele ○
- IsiXhosa ○
- IsiZulu ○
- Northern Sotho ○
- Sesotho ○
- Setswana ○
- SiSwati ○
- Tshivenda ○
- Xitsonga ○
- Other ○

14. Select the languages in which you are able to provide audiological service independently
- Afrikaans ○
- English ○
- IsiNdebele ○
- IsiXhosa ○
- IsiZulu ○
- Northern Sotho ○
- Sesotho ○
- Setswana ○
- SiSwati ○
- Tshivenda ○
- Xitsonga ○
- Other ○

15. Do you have access to an interpreter to assist with Case History taking and audiology testing?
- Yes, trained ○
- Yes, untrained ○
- No ○
- N/A ○

16. Do you have access to an ENT Specialist should you need to make a referral?
- Yes ○
- No ○

17. If yes to question 16, what is the approximate time that a patient would wait for an ENT appointment?
- Days 0 1 2 3 4 5 6 7 OR
- Weeks 0 1 2 3 4 5 6 7 8 9 10 OR
- Months 0 1 2 3 4 5 6 7 8 9 10 11 12

18. What are the waiting periods for a basic hearing test?
- Days 0 1 2 3 4 5 6 7 OR
- Weeks 0 1 2 3 4 5 6 7 8 9 10 OR
- Months 0 1 2 3 4 5 6 7 8 9 10 11 12

19. What are the waiting periods for hearing aid fitting?
- Days 0 1 2 3 4 5 6 7 OR
- Weeks 0 1 2 3 4 5 6 7 8 9 10 OR
- Months 0 1 2 3 4 5 6 7 8 9 10 11 12

20. If qualified as a Speech & Hearing Therapist, do you intend maintaining registration on the dual register in terms of Continuing Professional Development (CPD)? (Currently 60 points are required to maintain registration as both a SpeechTherapist and Audiologist.)
- Yes ○
- No ○
- Uncertain ○
- N/A ○

Section B: Audit of Audiological Service

To be completed by those who have clinical experience in audiology since graduation

Please indicate which of the following Audiological services you provide, by shading the appropriate circle.

If you "Never" provide a service, please indicate a reason by shading in a circle in the section to the right of the never column.

	Always	Sometimes	Never	Primary Reason (please select only one): No Equipment	No Caseload	Insufficient Training	Time Constraints	Language Barrier	Other
A. BASIC AUDIOLOGY									
21 Pure Tone Audiometry (Air & Bone Conduction)	A	S	N	1	2	3	4	5	6
22 Speech Reception Testing	A	S	N	1	2	3	4	5	6
23 Speech Discrimination Testing	A	S	N	1	2	3	4	5	6
24 Tympanometry	A	S	N	1	2	3	4	5	6
25 Acoustic Reflexes	A	S	N	1	2	3	4	5	6
26 Cerumen Management	A	S	N	1	2	3	4	5	6
B. DIAGNOSTIC AND ELECTROPHYSIOLOGICAL TESTS									
27 Behavioural Site of Lesion Tests	A	S	N	1	2	3	4	5	6
28 Behavioural Auditory Processing Tests	A	S	N	1	2	3	4	5	6
29 Otoacoustic Emissions (OAEs)	A	S	N	1	2	3	4	5	6
30 Auditory Brainstem Response (ABR)	A	S	N	1	2	3	4	5	6
31 Middle Latency Response (MLR)	A	S	N	1	2	3	4	5	6
32 Late Latency Response (LLR)	A	S	N	1	2	3	4	5	6
33 P300	A	S	N	1	2	3	4	5	6
34 Mismatch Negativity (MMN)	A	S	N	1	2	3	4	5	6
35 Auditory Steady State Response (ASSR)	A	S	N	1	2	3	4	5	6
36 Electrocochleography (ECochG)	A	S	N	1	2	3	4	5	6
37 Electronystagmography (ENG)	A	S	N	1	2	3	4	5	6
38 Neurological Intra-Operative Monitoring	A	S	N	1	2	3	4	5	6
C. PAEDIATRIC AUDIOLOGY									
39 Behavioural Observation Audiometry (BOA) (e.g. noisemakers, checklists)	A	S	N	1	2	3	4	5	6
40 Visual Reinforcement Audiometry (VRA)	A	S	N	1	2	3	4	5	6
41 Play Audiometry	A	S	N	1	2	3	4	5	6
42 Multifrequency Tympanometry	A	S	N	1	2	3	4	5	6
D. AMPLIFICATION									
43 Real Ear Measures & Insertion Gain	A	S	N	1	2	3	4	5	6
44 Hearing Aid Selection & Fitting (Adults)	A	S	N	1	2	3	4	5	6
45 Hearing Aid Selection & Fitting (Paediatrics)	A	S	N	1	2	3	4	5	6
46 Hearing Aid Verification & Validation (Adults)	A	S	N	1	2	3	4	5	6
47 Hearing Aid Verification & Validation (Paediatrics)	A	S	N	1	2	3	4	5	6
48 Earmould Modifications	A	S	N	1	2	3	4	5	6
49 Fine Tuning Using HI-PRO & NOAH	A	S	N	1	2	3	4	5	6
50 Fine Tuning Using Manual Trimmers	A	S	N	1	2	3	4	5	6
51 Bone Anchored Devices	A	S	N	1	2	3	4	5	6
52 Cochlear Implant Mapping	A	S	N	1	2	3	4	5	6
53 Auditory Brainstem Implants	A	S	N	1	2	3	4	5	6
54 Assistive Listening Devices (ALDs)	A	S	N	1	2	3	4	5	6
E. HEARING CONSERVATION & PREVENTION									
55 Implementation of a Neonatal Screening Programme	A	S	N	1	2	3	4	5	6
56 Community Outreach Screening (Adults & Children)	A	S	N	1	2	3	4	5	6
57 Ototoxicity Monitoring	A	S	N	1	2	3	4	5	6
58 Industrial Audiology	A	S	N	1	2	3	4	5	6
F. HABILITATION AND REHABILITATION									
59 Auditory Training	A	S	N	1	2	3	4	5	6
60 Speech Reading	A	S	N	1	2	3	4	5	6
61 Manual Communication Skills (e.g. Sign Language)	A	S	N	1	2	3	4	5	6
62 Language Therapy with a Hearing Impaired Child	A	S	N	1	2	3	4	5	6
63 Cochlear Implant Habilitation	A	S	N	1	2	3	4	5	6
64 Cochlear Implant Rehabilitation	A	S	N	1	2	3	4	5	6
65 Tinnitus Management	A	S	N	1	2	3	4	5	6
66 Vestibular Rehabilitation	A	S	N	1	2	3	4	5	6
67 Counselling Related to Psychosocial Impact of Hearing Loss	A	S	N	1	2	3	4	5	6

G. MISCELLANEOUS

Please indicate whether the following are included in the scope of your job by shading the appropriate circle.	YES	NO
68 Audiological Management of HIV-Infected/AIDS Patients	Y	N
69 Community Work	Y	N
70 Working with Interpreters	Y	N
71 Dealing with Deaf Culture Issues	Y	N
72 Practice Management	Y	N
73 Designing & Conducting Clinical Research	Y	N
74 Report Writing & Administration	Y	N
75 Supervision of Students/Junior Audiologists/Community Service	Y	N

H. SERVICE DELIVERY ISSUES

Please indicate whether the following issues apply in your work place by shading the appropriate circle.	YES	NO
PUBLIC SECTOR		
76 Limited availability of communication devices (including hearing aids) needed by patients	Y	N
77 Lack of consistency of funding at a regional & provincial level	Y	N
78 Delayed referrals from other professionals	Y	N
79 Lack of knowledge by other professionals regarding the Scope of Practice of Audiologists	Y	N
80 Lack of upward mobility for audiologists in the workplace	Y	N
81 Lack of staff	Y	N
82 Lack of testing facilities to cope with demand	Y	N
PRIVATE SECTOR		
83 Limited medical aid coverage for audiological treatment & management	Y	N
84 Delayed referrals from other professionals	Y	N
85 Lack of knowledge by other professionals regarding the Scope of Practice of Audiologists	Y	N
86 Limitation of autonomous decision making with regard to test protocols	Y	N
87 Restrictions with regard to advertising of services	Y	N

Section C: Adequacy of Theoretical & Clinical Undergraduate Training

To be completed by those who have clinical experience in audiology since graduation

Please indicate the level of preparedness afforded <u>theoretically</u> and <u>clinically</u> by your UNDERGRADUATE training programme in the areas of audiology that follow. If an area was not included in your undergraduate training, please indicate this by shading the N/A (Not Applicable) option.

1 = COMPLETELY UNPREPARED
2 = POORLY PREPARED
3 = SOMEWHAT UNPREPARED
4 = I DON'T KNOW
5 = SOMEWHAT PREPARED
6 = WELL PREPARED
7 = COMPLETELY PREPARED

	NOT APPLICABLE	THEORY	CLINICAL
		COMPLETELY UNPREPARED POORLY PREPARED SOMEWHAT UNPREPARED I DON'T KNOW SOMEWHAT PREPARED WELL PREPARED COMPLETELY PREPARED	COMPLETELY UNPREPARED POORLY PREPARED SOMEWHAT UNPREPARED I DON'T KNOW SOMEWHAT PREPARED WELL PREPARED COMPLETELY PREPARED
A. BASIC AUDIOLOGY			
88 Pure Tone Audiometry (Air & Bone Conduction)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
89 Speech Reception Testing	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
90 Speech Discrimination	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
91 Tympanometry	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
92 Acoustic Reflexes	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
93 Cerumen Management	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
B. DIAGNOSTIC AND ELECTROPHYSIOLOGICAL TESTS			
94 Behavioural Site of Lesion Tests	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
95 Behavioural Auditory Processing Tests	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
96 Otoacoustic Emissions (OAEs)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
97 Auditory Brainstem Response (ABR)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
98 Middle Latency Response (MLR)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
99 Late Latency Response (LLR)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
100 P300	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
101 Mismatch Negativity (MMN)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
102 Auditory Steady State Response (ASSR)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
103 Electrocochleography (ECochG)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
104 Electronystagmography (ENG)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
105 Neurological Intra-Operative Monitoring	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
C. PAEDIATRIC AUDIOLOGY			
106 Behavioural Observation Audiometry (BOA) (e.g. noisemakers, checklists)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
107 Visual Reinforcement Audiometry (VRA)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
108 Play Audiometry	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
109 Multifrequency Tympanometry	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7

CONTINUE

Section C: Continued ...

Please indicate the level of preparedness afforded theoretically and clinically by your UNDERGRADUATE training programme in the areas of audiology that follow. If an area was not included in your undergraduate training, please indicate this by shading the N/A (Not Applicable) option.

1 = COMPLETELY UNPREPARED
2 = POORLY PREPARED
3 = SOMEWHAT UNPREPARED
4 = I DON'T KNOW
5 = SOMEWHAT PREPARED
6 = WELL PREPARED
7 = COMPLETELY PREPARED

	NOT APPLICABLE	THEORY	CLINICAL
		COMPLETELY UNPREPARED (1) · POORLY PREPARED (2) · SOMEWHAT UNPREPARED (3) · I DON'T KNOW (4) · SOMEWHAT PREPARED (5) · WELL PREPARED (6) · COMPLETELY PREPARED (7)	COMPLETELY UNPREPARED (1) · POORLY PREPARED (2) · SOMEWHAT UNPREPARED (3) · I DON'T KNOW (4) · SOMEWHAT PREPARED (5) · WELL PREPARED (6) · COMPLETELY PREPARED (7)
D. AMPLIFICATION			
110 Real Ear Measures & Insertion Gain Measures	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
111 Hearing Aid Selection & Fitting (Adults)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
112 Hearing Aid Selection & Fitting (Paediatrics)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
113 Hearing Aid Verification & Validation (Adults)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
114 Hearing Aid Verification & Validation (Paediatrics)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
115 Earmould Modifications	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
116 Fine Tuning Using HI-PRO & NOAH	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
117 Fine Tuning Using Manual Trimmers	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
118 Bone Anchored Devices	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
119 Cochlear Implant Mapping	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
120 Auditory Brainstem Implants	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
121 Assistive Listening Devices (ALDs)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
E. HEARING CONSERVATION & PREVENTION			
122 Implementation of a Neonatal Screening Programme	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
123 Community Outreach Screening	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
124 Ototoxicity Monitoring	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
125 Industrial Audiology	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
F. HABILITATION AND REHABILITATION			
126 Auditory Training	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
127 Speech Reading	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
128 Manual Communication Skills (e.g. Sign Language)	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
129 Language Therapy with a Hearing Impaired Child	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
130 Cochlear Implant Habilitation	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
131 Cochlear Implant Rehabilitation	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
132 Tinnitus Management	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
133 Vestibular Rehabilitation	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
134 Counselling Related to Psychosocial Aspects of Hearing Loss	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
G. MISCELLANEOUS			
135 Audiological Management of HIV-Infected/AIDS Patients	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
136 Community Work	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
137 Working with Interpreters	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
138 Dealing with Deaf Culture Issues	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
139 Practice Management	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
140 Designing & Conducting Audiological Research	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
141 Report Writing & Administration	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7
142 Supervision of Students/Junior Audiologists/Community Service	N/A	1 2 3 4 5 6 7	1 2 3 4 5 6 7

Section D: Future Audiology Curriculum

To be completed by those who have clinical experience in audiology since graduation

Please indicate at which level (undergraduate, postgraduate or additional licensing) each area of audiology should be trained, if high levels of competency are to be achieved. Also indicate areas that you feel should be excluded from the scope of practice completely. Please select only one option.

	Undergraduate	Postgraduate (Masters)	Additional Licensing	Excluded from Scope of Practice
A. BASIC AUDIOLOGY				
143 Pure Tone Audiometry (Air & Bone Conduction)	1	2	3	4
144 Speech Reception Testing	1	2	3	4
145 Speech Discrimination Testing	1	2	3	4
146 Tympanometry	1	2	3	4
147 Acoustic Reflexes	1	2	3	4
148 Cerumen Management	1	2	3	4

Section D: Continued ...

To be completed by those who have clinical experience in audiology since graduation

Please indicate at which level (undergraduate, postgraduate or additional licensing) each area of audiology should be trained, if high levels of competency are to be achieved. Also indicate areas that you feel should be excluded from the scope of practice completely. Please select only one option.	Undergraduate	Postgraduate (Masters)	Additional Licensing	Excluded from Scope of Practice
B. DIAGNOSTIC AND ELECTROPHYSIOLOGICAL TESTS				
149 Behavioural Site of Lesion Tests	1	2	3	4
150 Behavioural Auditory Processing Tests	1	2	3	4
151 Otoacoustic Emissions (OAEs)	1	2	3	4
152 Auditory Brainstem Response (ABR)	1	2	3	4
153 Middle Latency Response (MLR)	1	2	3	4
154 Late Latency Response (LLR)	1	2	3	4
155 P300	1	2	3	4
156 Mismatch Negativity (MMN)	1	2	3	4
157 Auditory Steady State Response (ASSR)	1	2	3	4
158 Electrocochleography (ECochG)	1	2	3	4
159 Electronystagmography (ENG)	1	2	3	4
160 Neurological Intra-Operative Monitoring	1	2	3	4
C. PAEDIATRIC AUDIOLOGY				
161 Behavioural Observation Audiometry (BOA) (e.g. noisemakers, checklists)	1	2	3	4
162 Visual Reinforcement Audiometry (VRA)	1	2	3	4
163 Play Conditioning Audiometry	1	2	3	4
164 Multifrequency Tympanometry	1	2	3	4
D. AMPLIFICATION				
165 Real Ear & Insertion Gain Measures	1	2	3	4
166 Hearing Aid Selection & Fitting (Adults)	1	2	3	4
167 Hearing Aid Selection & Fitting (Paediatrics)	1	2	3	4
168 Hearing Aid Verification & Validation (Adults)	1	2	3	4
169 Hearing Aid Verification & Validation (Paediatrics)	1	2	3	4
170 Earmould Modifications	1	2	3	4
171 Fine Tuning Using HI-PRO & NOAH	1	2	3	4
172 Fine Tuning Using Manual Trimmers	1	2	3	4
173 Bone Anchored Devices	1	2	3	4
174 Cochlear Implant Mapping	1	2	3	4
175 Auditory Brainstem Implants	1	2	3	4
176 Assistive Listening Devices (ALDs)	1	2	3	4
E. HEARING CONSERVATION & PREVENTION				
177 Implementation of a Neonatal Screening Programme	1	2	3	4
178 Community Outreach Screening (Adults & Children)	1	2	3	4
179 Ototoxicity Monitoring	1	2	3	4
180 Industrial Audiology	1	2	3	4
F. HABILITATION AND REHABILITATION				
181 Auditory Training	1	2	3	4
182 Speech Reading	1	2	3	4
183 Manual Communication Skills (e.g. Sign Language)	1	2	3	4
184 Language Therapy with a Hearing Impaired Child	1	2	3	4
185 Cochlear Implant Habilitation	1	2	3	4
186 Cochlear Implant Rehabilitation	1	2	3	4
187 Tinnitus Management	1	2	3	4
188 Vestibular Rehabilitation	1	2	3	4
189 Counselling Related to Psychosocial Impact on Hearing Loss	1	2	3	4
G. MISCELLANEOUS				
190 Audiological Management of HIV-Infected/AIDS Patients	1	2	3	4
191 Community Work	1	2	3	4
192 Working with Interpreters	1	2	3	4
193 Dealing with Deaf Culture Issues	1	2	3	4
194 Practice Management	1	2	3	4
195 Designing & Conducting Audiological Research	1	2	3	4
196 Report Writing & Administration	1	2	3	4
197 Supervision of Students/Junior Audiologists/Community Service	1	2	3	4

Section E: Future Training Programmes

198. In your opinion, which faculty should the undergraduate degree be part of? (Please select only one)

- Faculty of Health Sciences (Bachelor of Audiology) ○
- Faculty of Humanities (Bachelor of Arts) ○
- Faculty of Science (Bachelor of Science) ○

199. Please indicate in which area you completed your undergraduate research report:

- Audiology ○
- Speech-Language Pathology ○
- Professional Ethics ○
- Other ○

200. Do you consider a research component to be essential to an undergraduate degree course in Audiology?

- Yes ○
- No ○
- I don't know ○

201. Internationally, the minimum entry-level into the profession of audiology is a Masters degree. Do you think that the minimal entry level into the profession of audiology in South Africa should be a Masters degree?

- Yes, a Masters by Dissertation ○
- Yes, a Clinical Masters ○
- Yes, a Masters by Course Work and Research Report ○
- No ○

202. In the near future, the United States minimum entry-level into the profession of audiology will be a clinic PHD (Aud D). Do you believe that this trend would be appropriate for the South African context?

- Yes ○
- No ○

203. In your opinion, should the title of Dr of Audiology be reserved for graduates who have completed a PhD by thesis?

- Yes ○
- No ○

204. In retrospect, if you were able to select your course again, which degree would you complete? (Please select only one)

- Speech-Language & Hearing Therapist ○
- Audiologist ○
- Speech Therapist ○

205. In your opinion, should the Health Professions Council of South Africa (HPCSA) institute a national exam for qualification purposes to ensure consistency of knowledge and skill across training institutions?

- Yes ○
- No ○

Section F: Other / Additional Comments

In your opinion, what should the minimum entry-level into the profession of Audiology be?

Please include any additional comments in the space provided:

Thank you for taking the time to complete this questionnaire

designed & printed by CSX ●11 458-6767 CSX172