

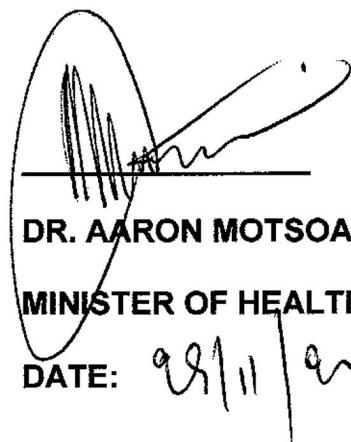
DEPARTMENT OF HEALTH

NO. 1459

22 DECEMBER 2017

HEALTH PROFESSIONS ACT, 1974 (ACT NO.56 OF 1974)**REGULATIONS DEFINING THE SCOPE OF THE PROFESSION OF SPEECH-LANGUAGE THERAPY**

The Minister of Health has, in terms of section 61 read with section 33(1) of the Health Professions Act, 1974 (Act No.56 of 1974) and on the recommendations of the Health Professions Council of South Africa and Professional Board for Speech, Language and Hearing Professions, made the regulations in the schedule.



DR. AARON MOTSOALEDI
MINISTER OF HEALTH
DATE: 29/11/2017

SCHEDULE

Definitions

1. In these regulations “**the Act**” means the Health Professions Act, 1974 (Act No. 56 of 1974), and any expression to which a meaning has been assigned in the Act bears that meaning unless the context otherwise indicates:

“**speech-language therapist**” means a person who is registered as such under the Act;

“**speech-language therapy**” means the profession of a person who is registered as a speech-language therapist under the Act;

Scope of practice of profession of speech-language therapy

2. (1) The scope and practice of the profession of speech-language therapy shall for the purpose of the application of the Act, be deemed to be acts pertaining to the scope of the profession of speech-language therapy, namely:

- (a) Communication and swallowing;
- (b) clinical services;
- (c) promotion;
- (d) prevention and advocacy;
- (e) education and training;

- (f) administration;
- (g) practice settings; and
- (h) range of clients.

Communication and swallowing

- (2) Communication and swallowing within the profession of speech-language therapy refer to the following activities by a speech language therapist:
 - (a) Addressing communication and swallowing disorders in the following areas:
 - (i) speech sound production: articulation, apraxia of speech, dysarthria and dyskinesia;
 - (ii) resonance;
 - (iii) voice: phonation quality, pitch, loudness and respiration;
 - (iv) fluency: stuttering and cluttering;
 - (v) language(comprehension and expression): phonology, morphology, syntax, semantics, pragmatics (language use, social aspects of communication), literacy (reading, writing, spelling), pre-linguistic communication (e.g. joint attention, intentionality, communicative signalling), and paralinguistic communication;
 - (vi) cognition: attention, memory, sequencing, and executive functioning;

- (vii) feeding and swallowing: oral, pharyngeal, laryngeal components or facial myology (including tongue thrust), and oral-motor functions; and
- (b) diagnosing, assessing, and treating communication and swallowing disorders; advocating for healthy lifestyle practices to prevent communication and swallowing disorders; educating the public about communication and swallowing disorders; administering and managing clinical and academic programs.

Clinical services

- (3) Clinical services within the profession of speech-language therapy refer to the following activities by a speech language therapist:
 - (a) Screening persons for hearing loss or middle ear pathology using conventional pure-tone air conduction methods (including otoscopic inspection), otoacoustic emissions screening, or screening tympanometry;
 - (b) using instrumentation (e.g. videofluoroscopy, trans-nasal endoscopy, trans-oral stroboscopy, nasometry, computer technology) to observe, collect data, and measure parameters of communication and swallowing or other upper aerodigestive functions;
 - (c) providing intervention and support services for persons diagnosed with speech, and language disorders;
 - (d) providing intervention and support services for persons diagnosed with auditory processing disorders;

- (e) addressing behaviours (e.g. perseverative or disruptive actions) and environments and (e.g. classroom seating, positioning for swallowing safety or attention, communication opportunities) that affect communication and swallowing;
- (f) providing speech-language therapy services to patients and their families or caregivers (e.g. auditory training for children with cochlear implants and hearing aids; speech-reading; speech and language intervention secondary to hearing loss; visual inspection and listening checks of amplification devices for the purpose of troubleshooting, including verification of appropriate battery voltage);
- (g) providing speech-language therapy services to modify or enhance communication performance (e.g. transgender voice, care and improvement of the professional voice);
- (h) developing, selecting, and prescribing multimodal augmentative and alternative communication systems, including unaided strategies (e.g. manual signs, gestures) and aided strategies (e.g. speech-generating devices, manual communication boards, picture schedules);
- (i) selecting, fitting, and establishing effective use of prosthetic or adaptive devices for communication and swallowing (e.g. tracheoesophageal prostheses, speaking valves, electrolarynges; this service does not include the selection or fitting of sensory devices used by persons suffering from hearing loss or other auditory perceptual deficits, which falls within the scope of practice of audiologists);

- (j) counselling patients, their families, co-workers, educators, and otherpersons in the community regarding acceptance, adaptation, and decision making about communication and swallowing;
- (k) collaborating with other professionals (e.g. identifying neonates and infants at risk for hearing loss, participating in palliative care teams, planning lessons with educators, serving on learner support teams) where necessary;
- (l) serving as case managers, service delivery coordinators, and members of collaborative teams (e.g. individualised family service plan and individualised education program teams, transition planning teams);
- (m) documenting the provision of services in accordance with accepted procedures appropriate for the practice setting;
- (n) assisting with appropriate educational placement;
- (o) providing referrals and information to other professionals, agencies, and consumer organisations; using data to guide clinical decision making and determine the effectiveness of services;
- (p) making service delivery decisions (e.g. admission or eligibility, frequency, duration, location, discharge or dismissal) across the lifespan;
- (q) determining appropriate context for service delivery (e.g. home, school, telepractice, community);
- (r) facilitating the process of obtaining funding for equipment and services related to difficulties with communication and swallowing; and
- (s) serving as expert witness.

Promotion

- (4) Speech-language therapy promotion activities include the following:
- (a) Promoting healthy lifestyle practices to prevent communication and swallowing disorders (e.g. promotion of the cessation of smoking, the wearing of seat belts and helmets appropriately, practicing road safety; stroke prevention); and
 - (b) promoting behaviours that facilitate the acquisition and development of speech and language (e.g. encouraging parent and caregiver communication with neonates and infants; fostering reading by parents in children).

Prevention and advocacy

- (5) Speech-language therapists engage in prevention and advocacy activities relating to communication and swallowing when—
- (a) presenting primary prevention information to risk groups;
 - (b) providing early identification and early intervention services;
 - (c) advocating prevention for individuals and families through:
 - (i) community awareness;
 - (ii) health literacy;
 - (iii) the facilitation of access to full participation in communication;
 - (iv) the elimination of societal, cultural, and linguistic barriers;
 - (v) participating in policy development and implementation;

- (d) advocating at the local, provincial and national levels of government for improved policies affecting access to services;
- (e) advocating for social inclusion and participation;
- (f) promoting professional services;
- (g) recruiting potential speech-language therapists; and
- (h) active participation in professional organisations to contribute to best practices in the profession.

Education and training

- (6) Education and training within the profession of speech-language therapy pertains to the following:
 - (a) Educating the public, and fostering awareness about communication and swallowing disorders and the treatment thereof;
 - (b) providing in-service training to families, caregivers, and other professionals;
 - (c) educating, supervising, and mentoring current and future speech-language therapists;
 - (d) educating speech-language therapy assistants; and
 - (e) conducting research.

Administration

- (7) Administration within the profession of speech-language therapy pertains to the following:
- (a) Administering and managing clinical and academic programs;
 - (b) participating in the development of policies, operational procedures, and professional standards; and
 - (c) supervising and managing support personnel.

Practice settings

- (8) Speech-language therapists provide their services in a variety of settings including, but not limited to—
- (a) early intervention pre-schools, day-care facilities, schools;
 - (b) hospitals, clinics, rehabilitation facilities, long term care facilities, behaviour mental health facilities;
 - (c) tertiary institutions of education;
 - (d) private practices;
 - (e) homes and community residences;
 - (f) communities;
 - (g) corporate and industrial settings;
 - (h) research facilities;
 - (i) supported and other employment settings;

- (j) correctional institutions;
- (k) military; and
- (l) local, provincial and national institutions and government departments.

Range of clients or patients

(9) Speech-language therapists provide their service to all age groups, individual patients, their families, and groups from diverse linguistic and cultural backgrounds.

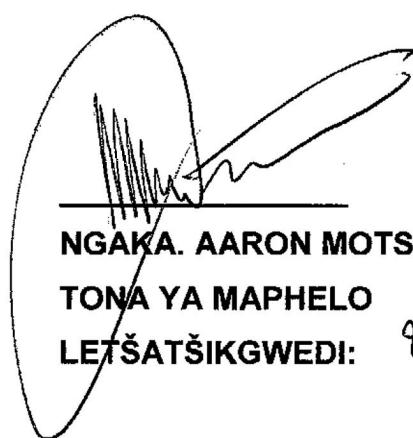
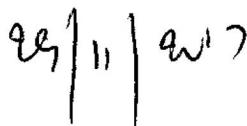
Short title and commencement

3. These Regulations are called the Regulations Defining the Scope of the Profession of Speech-language Therapy, 2017, and shall come into operation on the date of the publication thereof.

TSEBIŠO YA MMUŠO

KGORO YA TŠA MAPHELO**HEALTH PROFESSIONS ACT, 1974 (ACT NO.56 OF 1974)****MELAWANA YEO E HALOŠAGOSEBOPEGO SA PROFEŠENE YA THERAPI YA POLELO**

Tona ya Maphelo, go ya ka karolo 61 e balwa le karolo 33(1) ya *Health Professions Act, 1974* (Molao 56 wa 1974) mme le go ya ka ditšhišinyo tša Khansele ya Profešene ya Maphelo ya Afrika Borwa le Boto ya Profešene ya Polelo, Diprofešene tša Polelo le theeletšo le go kwa, o dirile melawana šetuleng.


NGAKA. AARON MOTSOALEDI**TONA YA MAPHELO****LETŠATŠIKGWEDI:**
29/11/2017

ŠETULE

Dihlalošo

1. Mo melawaneng ye“**Molao**” o ra *Health Professions Act, 1974* (Molao 56 wa 1974), mme mmolelwana ofe goba ofe woo o nago le hlalošo yeo e neilwego Molaong o na le hlalošo yeo ntle le ge tshwaraganyo a laetša ka tsela ye nngwe:
“**motherapisi wa polelo**” e ra motho yo a ngwadišitšwego ka tlase ga Molao;
“**therapi ya polelo**” e ra profešene ya motho yo a ngwadišitšwego bjalo ka motherapisi wa polelo go ya ka Molao wo;

Sebopego sa tiragatšo ya profešene ya therapi ya polelo

2. (1) Sebopego le tiragatšo ya profešene ya therapi ya polelo se tla, bakeng sa tiragatšo ya Molao wo, bonwa go ba bjalo ka ditiragalotše malebana le sebopego sa profešene ya therapi ya polelo, ka maina:

- (a) Poledišano le go metša;
- (b) ditirelo tša kliniki;
- (c) kgodišo;
- (d) thibelo le kemelo;
- (e) thuto le katišo;
- (f) tshepetšo;

- (g) lefelo la tiragatšo; le
- (h) pharologano ya badirelwa.

Poledišano le go metša

- (2) Poledišano le go metša go profešene ya therapi ya polelo di bolela ka mahlahla ao a latelago ka motherapisi wa polelo:
 - (a) Go šomana le bofokodi bja poledišano le go metša mafelong ao a latelago:
 - (i) tšweletšo ya modumo wa polelo: kwagatša, tša *apraxia* ya polelo, *dysarthriale dyskinesia*;
 - (ii) tiišo;
 - (iii) lentšu: boleng bja go kwa, bogodimo bja lentšu, modumo wo godimo le go hema;
 - (iv) bokgoni, kgamakgametša le kgakanego yamodumo;
 - (v) polelo(kwešiša le hlalošo): tša modumo, tša sebopego, peakanyo ya mafoko, tša polelo (tirišo ya leleme, dintlha tša leago tša poledišano), tsebo (ya go bala, go ngwala, go peleta), poledišano ya pele ga polelo (mohlala thušo ya ba bantši, maikešišo, ditaetšo tša poledišano), le poledišano ya thušopolelo;
 - (vi) go hwetša tsebo, theeletša, mogopolo, go bea ka lenaneo le go šoma go godingwana;

- (vii) go ja le go metša: dikarolo tša ka leganong, tša *pharyngeal, laryngeal* goba *myolotši* ya sefahlego (go akaretšwa leleme), le mosepelo wa leleme; le
- (b) phekolo, phetleko, le go šomana le go palelwa ke go bolela le go metša; go ruta setšhaba ka palelo ya poledišano le go metša; tshepetšo le taolo ya mananeo a kliniki le thuto.

Ditirelo tša maphelo

- (3) Ditirelo tša maphelo mo profešeneng ya therapi ya polelo di bolela ka mahlahlā ao a latelago ka motherapisi wa polelo:
- (a) Go lekola batho bakeng sa tahlegelo ya theeletšo goba phatholotši ya bogareng bja tsebe go dirišwa mekgwa yeo e tlwaelegilego ya moyo ya modumo thwii (go akaretšwa phetleko yaothoskopiki), hlahlobo ya ditšweletša tša othoskopiki, goba go lebelela thaempanometri;
- (b) go dirišwa didirišwa(e.g. tša *videofluoroscopy, entoskopi* ya ka dinakong, *stroboscopyya* ka leganong, *nasometry*, theknolotši ya dikhomphuthara) go lebelela, kgoboketša datha, le go lekanyetša mellwane ya poledišano le go metša goba mešomo tša *aerodigestive* ;
- (c) phethagaletša tsenelelo le ditirelo tša thekgo go batho bao ba humanwego ba na le bofokodi bja polelo;
- (d) phethagaletša tsenelelo le ditirelo tša thekgo go batho bao ba humanwego ba na le bofokodi bja theeletšo;

- (e) šomana le maitshwaro (mohlala ditiro tša poeletšo goba tshenyo) le ditikologo le (mohlala go dula, peakanyetšo ya go metša go bolokegilego goba theeletšo, menyetla ya poledišano) tše di amago poledišano le go metša;
- (f) abela ditirelo tšatherapi ya polelo go balwetši le ba lešika goba bahlokomedibona (mohlala katišo ya tša go theeletša ya bana bao ba nago le dithuša go theeletša; go bala polelo; tsenelelo go tša polelo ye malebana le tahlegelo ya go theeletša; phetleko ya go bona le didirišwa tša go hlola theeletšo tša kaonafatšobakeng sa tekolo, go akaretšwa netefatšo ya maatla a swanetšego peteri);
- (g) abela ditirelo tša therapi ya polelo go fetoša le go kaonafatša diragatšo ya poledišano (mohlala lentšu la motho wa photošo ya bong, hlokomele le kaonafatšo ya lentšu la profešenale);
- (h) tšweletša, kgetha, le go laetša ditselantši tša ngangišano le tša tsela ye nngwe ya poledišano, go akaretšwa ditsela tše dingwe tša go hloka thušo (mohlala maswao a tlhahlo, ditaetšo) le maano ao a thušwago (mohlala didirišwa tša go hlola polelo, diboto tša poledišano ya tlhahlo, dišetule tša diswantšho);
- (i) kgetha, tsenya, le go thoma tirišo yeo e šomago ya didirišwa tša ditho tša mmele goba tša kaonafatšo ya poledišano le go metša(mohlala didirišwa tša ditho tša *tracheoesophageal*, sedirišwa sa kaonafatšo ya go bolela, *electrolarynges*; tirelo ye ga e akaretše kgetho goba tsenyo ya didirišwa tša go kwa tše di dirišwago ke batho bao ba nago le bothata ba go se kwe goba bofokodi bjo bongwe bja go kwa bja go ya go ile, bjoo bo welago ka fase ga sebolepego sa tiragatšo sa bašomi ka tša go kwa);

- (j) keletšo ya balwetši, ba lešika, bašomi ka mmogo, barutiši, le batho ba bangwe tikologong ya bona mabapi le kamogelo, tlwaelo le go dira dipheto ka ga poledišano le go metša;
- (k) šomišana le bašomi ba bangwe (mohlala go tsopola masea ao a sa tšwago go belegwa le masea bao ba lego kotsing ya tahlegelo ya go kwa, tšeago karolo dihlopheng tša difedišadihlabi, beakanyetša dithuto le barutiši, dira go dihlopha tša baithuti tša thekgo ya baithuti) mo go hlokegago;
- (l) dira bjalo ka balaodi ba distheko, babeakanyi ba kabelo ya ditirelo, le maloko a dihlopha tša thulaganyo (mohlala leano la tirelo ya malapa leo le ikemetšego le dihlopha tša mananeo tša thuto tše di ikemetšego, dihlopha tša peakanyetšo tša nakwana);
- (m) go ngwala kabelo ya ditirelo go ya ka ditshepetšo tše di amogetšwego tše di swanetšego lefelo la tiragatšo;
- (n) thuša ka peo yeo e swanetšego ya thuto;
- (o) phethagaletša ditšhupetšo le tshedimošo go bašomi ba bangwe, baagente le mekgatlo ya bareki go dirišwa datha go tlhahlo ya go dira dipheto tša maphelo le go laela phethagatšo ya ditirelo;
- (p) diradipheto tša kabelo ya ditirelo (mohlala kamogelo goba tshwanelo, bontši, nako, lefelo, go ntšhwa goba go tlošwa) bophelo;
- (q) laela tshwaragano yeo e swanetšego bakeng sa kabelo ya ditirelo (mohlala legae, sekolong, tirišo ya tša theknolotši go thuša ka polelo, tša tikologo);
- (r) nolofatša tshepetšo ya go humana thušo ya tšelete bakeng sa didirišwa le ditirelo tša malebana le bothata bja poledišano le go metša; le

(s) dira bjalo ka hlatse ya setsebi.

Kgodišo

- (4) Mahlahla a kgodišo ya therapi ya polelo a akaretša tše di latelago:
- (a) godiša bophelo bja phepo go thibela bofokodi bja polelo le go metša (mohlala kgodišo ya phedišo ya go goga, go apara lepanta la tshireletšo le lakefa ka tshwanelo, go diragatša tshireletšego tseleng; go thibela kgogo; le
 - (b) godiša maitshwaro ao a nolofatšago khwetšo le tšweletšo ya polelo (mohlala hlohleletša poledišano ya motswadi le mohlokemedi le maseahlohleletša go bala ga batswadi le bana).

Thibelo le kemelo

- (5) Batherapisi ba polelo ba diragatša thibelo le kemelo ya mahlahla a malebana le polelo le go metša ge—
- (a) ba bega thibelo ya motheo dihlopheng tše di lego kotsing;
 - (b) ba phethagaletša tshupetšo ya peleng le ditirelo tša tsenelelo tša peleng;
 - (c) emela thibelo bakeng sa batho le malapa ka:
 - (i) temošo ya tikologo;
 - (ii) tsebo ya tša maphelo;
 - (iii) nolofatšo ya phihlelelo ya go dira ka botlalo go poledišano;
 - (iv) phedišo ya dithibelo tša setšhaba, setšo le leleme;

- (v) kgathatema tlhabollong ya pholisi le tiragatšo;
- (d) bolelela maemo a mmušo a segae, profense le bosetšhaba a mmušo bakeng sa dipholisi tše di kaonafaditšwego tše di amago phihlelelo ya ditirelo;
- (e) bolelela kamego ya setšhabale kgathotema;
- (f) godiša ditirelo tša profešene;
- (g) go thwala batherapisi ba polelo; le
- (h) kgathotema mekgatlong ya profešene go dira ditseka ditiragatšong tše kaone profešeneng.

Thuto le katišo

- (6) Thuto le katišo mo profešeneng ya therapi ya polelo e malebana le tše di latelago:
 - (a) go ruta setšhaba, mme le go hlohleletša temošo ka bofokodi bja polelo le go metša le kalafo ya tšona;
 - (b) phethagaletša katišo ya tirelo go malapa, bahlokemedi le diprofešenale;
 - (c) ruta, laola le go thuša batherapisi polelo ba bjale le ba nako yeo e tlagو;
 - (d) ruta bathuši ba therapi ya polelo; le
 - (e) go diragatša dinyakišo.

Tshepetšo

(7) Tshepetšo mo gare ga profešene ya therapi ya polelo e malebana le tše di latelago:

- (a) Tshepetšo le taolo ya mananeo a kliniki le thuto;
- (b) kgathotema tšweletšong ya dipholisi, tshepetšo ya taolo, le maemo a profešene; le
- (c) go laela le go laola bašomi ba thekgo.

Phethagaletšo ya ditiragatšo

(8) Batherapsi ba polelo ba phethagaletša ditirelo tša bona ka mekgwa yeo e fapafapanego, efela go sa felele go—

- (a) tsenelelo ya peleng lenaneong la pele ga sekolo, didirišwa tša hlokomelo ya letšatši, dikolo;
- (b) dipetlele, dikliniki, didirišwa tša tšošološo, didirišwa tša nako yeo e tlago tša hlokomelo, didirišwa tša maitshwaro tša maphelo a monagano;
- (c) thuto ya dihlongwa tša godimo tša thuto;
- (d) ditiragatšo tša poraebete;
- (e) malapa le bodulo bja ditikologo;
- (f) ditikologo;
- (g) ditiragatšo tša koporasi le ditiragatšo tša intaseteri;

- (h) didirišwa tša nyakišo;
- (i) didirišwa tše dingwe tše di thekgilwego le tše dingwe tša thwalo;
- (j) dihlongwa tša phošollo;
- (k) bosole; le
- (l) dihlongwa le dikgoro tša mmušo tša segae, profense le bosetšhaba.

Mohuta wa badirelwa le balwetši

- (9) Batherapisi ba polelo ba phethagaletša tirelo ya bona go batho ba mengwaga ka moka, balwetši ka bo bona, malapa a bona, le dihlopha gotšwa malemeng a fapafapanego le setšo.

Thaetlele ye kopana le go thoma go šoma

3. Melawana ye e bitšwa Melawana yeo e Hlalošago Sebopego sa Profešene ya Therapi ya Polelo ya 2017, mme e tla thoma go šoma ka letšatšikgwedi la kgatišo ya yona.