



MAUD 208: Practicum Project

Medical Audiology Sciences Program
FHS-FM Division of Health Professions
American University of Beirut

Course Syllabus – Class of 2020

INSTRUCTOR INFORMATION:

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COURSE INFORMATION:

	MAUD 208A	MAUD 208B
Dates:	June 3 – July 20, 2019	Jan 24, 2020 – May 18, 2020
Day / Time:	Online	TBD / 1 hour per week
Place:	N/A	MAS Laboratory
Level/Credits:	Undergraduate / 0 credits	Undergraduate / 3 credits
Prerequisites:	ORLG 230	ORLG 240 or Concurrently
Moodle Site:	MAUD 208A	MAUD 208B

REQUIRED COURSE TEXTBOOK AND READINGS:

Textbook / Laboratory Notebook:

No course text required. Articles and other relevant materials will be posted on the **MAUD 208A/B Moodle Sites**. A MAS Laboratory Notebook will need to be purchased from the AUB Bookstore.

Reference Materials (On MAS Library Reserve):

American Psychological Association (2010). *Publication Manual of the American Psychological Association (6th Edition, 2nd Printing)*. Washington DC: American Psychological Association.

Orlikoff RF, Schiavetti NH, Metz DE (2015). *Evaluating Research in Communicative Disorders, (7th Edition)*, Boston: Pearson.

Valente M, Sarli CC, Valente LM, Amlani AM, Oeding K, Finnell J, Walden TC, Huart S (2011). *The Audiology Capstone, Research, Presentation, and Publication*. New York: Thieme.

The AUB libraries contain many other texts and reference works on statistics and research design which discuss concepts to be covered in this course.

COURSE DESCRIPTION:

This course aims to introduce students to research in the field of Audiology by engaging them in a Senior Capstone Project. Projects may take several forms including development of surveys, evidence-based research, business plans, critical literature reviews with applications to clinical problem solving, development of clinical protocols, or participation in on-going research projects in the department. Students will be required to write a scholarly report summarizing the project.

COURSE FORMAT:

MAUD 208A will be delivered as an online course during Summer Term. This part of the course includes activities designed to introduce you to the research process, research ethics, mentoring, and the scientific literature. By the end of the course, you must select a topic for your project. You may work independently or with a partner to complete the project.

MAUD 208B will be delivered over Spring Semester of your senior year. You will complete your project under the guidance of a mentor. You will communicate your project findings by: (a) giving an oral presentation near the end of the semester, and (b) writing a scholarly report summarizing the project. Peers will evaluate your oral presentation and your performance as a group member at the end of the semester.

STUDENT LEARNING OBJECTIVES/OUTCOMES:

The role of the Senior Capstone Project is to draw together coursework, knowledge, skills and experiential learning that have been gathered throughout the Medical Audiology Sciences (MAS) Program. Students will complete an independent or group project that demonstrates this integration.

COURSE OBJECTIVES:

1. Outline the various ethical codes that have shaped decision making in the research process.
2. Understand the relationship between a student and a mentor.
3. Describe the scientific method and the importance of evidenced based practice.
4. Recognize the essential components of a journal article.
5. Evaluate selected research articles in audiology.
6. Maintain a logbook of research activities and progress.
7. Complete an in-depth literature review in a specific clinical area.
8. Design a clinically-relevant pilot study / project under the direction of a mentor.
9. Conduct the study / project once approved by the mentor and Institutional Review Board (if applicable).
10. Write up findings in a scholarly report.
11. Successfully defend the project in an oral presentation to the MAS faculty and student body. Able to provide constructive criticism to peers.

PRACTICUM PROJECT IDEAS:

The following list includes examples of acceptable projects. Other projects proposals will be considered; however, proposals must be approved by the course instructor.

- Survey research
- Evidence-based research (pilot study)
- Case Study
- In-depth review of the literature (meta-analysis)
- Clinical protocol, clinical test/tool, educational tool development
- Business plan development
- Design and implementation of a community service activity
- Policy development

The project can be based upon an original idea (*i.e.*, your idea) or an idea of a faculty member. Replication of other studies is appropriate, as well as working with faculty on on-going projects. If your project is interdisciplinary, we encourage you to collaborate with faculty from more than one department.

GUIDELINES FOR SUCCESS IN THE COURSE:

The following guidelines will help you to be successful in this course:

- Select your research topic and faculty mentor as soon as possible!
- Keep the focus of your project narrow so that you complete the project within the allotted time frame (*See due dates listed in the "Course Schedule"*).
- Select projects that are feasible in terms of available resources, equipment, expertise, and patient population.
- Keep your faculty mentor and course instructor informed of your progress, as documented by regular emails, meetings, laboratory notebook and other forms of communication.

ASSESSMENT METHODS AND GRADING CRITERIA:

The following table summarizes the ways in which your learning will be assessed throughout this course.

COMPONENT	DESCRIPTION	% OF GRADE	LINKED TO OBJECTIVE
MAUD 208A	Completion of online activities (CITI course, analysis of readings, selection of mentor and research topic)	10%	1, 2, 3, 4, 5
Attendance & Professionalism	Attendance & professional attitude and engagement in discussions (Fall Semester weekly sessions)	10%	4, 5
Mentor Evaluation	Preparedness (Fall/Spring Semester meetings with mentor)	10%	2, 5
Laboratory Notebook	Thoroughness and accuracy of weekly entries ((Fall/Spring Semester)	10%	6
Research Process	Literature review, formulation of research question, development of proposal, data collection and analysis	30%	6, 7, 8, 9, 10
Communication of Findings	Oral Presentation & scholarly report / research documents (proposal, IRB application, consent)	20%	11, 12
Peer Evaluation	Oral presentations & partner evaluations	10%	12

OTHER IMPORTANT INFORMATION:

Late Assignments:

All assignments must be completed by the due dates specified to receive full credit, unless the student obtains **explicit permission** from the instructor for a delayed submission. Points will be deducted for late submissions (1 -3 days). A grade of "0" will be given for any assignments submitted later than 3 days.

Moodle Support:

Moodle will be used in this course. Students should check the *Moodle* course site frequently (2-3 times per week) for announcements, module guidelines, readings, resources, and assessment instructions/due dates. Should you have any difficulty with *Moodle*, you can consult the [Moodle for Students](#) and the [Moodle Student Guide](#). Additionally, you can contact AUB's *Moodle* Administrator via email (moodle@aub.edu.lb) or by telephone at extensions: 3518 / 3588 / 3586. Finally, you may consult the instructor or classmates by posting your *Moodle* questions in the "**News & Housekeeping Forum**", again, which is located in the *Course Resources* section of Module 0.

Cell Phones:

The use of cell phones is **prohibited in the classroom**, even when set to vibrate. Cell phones are extremely disruptive to your classmates and to the instructor. Please make a point to turn off your cell phone before entering class. **All cell phones must be placed on your desk face down during class.**

Students with Disabilities:

AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314.

Student Code of Conduct:

Any dishonesty related to academic work or records constitutes academic misconduct. Academic misconduct is a serious ethical violation and will not be tolerated. If you're in doubt about what constitutes plagiarism, ask your instructor because it is your responsibility to know. The American University of Beirut has a strict anti-cheating and anti-plagiarism policy. Penalties include failing marks on the assignment in question, suspension or expulsion from University and a permanent mention of the disciplinary action in the student's records. Penalties may range from loss of credit for a particular assignment to dismissal from the University. Kindly, review AUB's [Student Code of Conduct](#) about plagiarism.

Non-Discrimination – Title IX - AUB:

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. To report an incident, contact the University's Title IX Coordinator Ms. Mitra Taouk at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

COURSE SCHEDULE

MAUD 208A					
Week	Course Objective	Activity Description	Reading	Submission	Due Date
June 3-9, 2019	3	Read Chapter 1 (pp. 3-5) and Chapter 2 (pp. 6-11). Answer Preparation Questions (PQs) and upload to Moodle.	Chapter 1 and 2 Valente, et al (2011). The Audiology Capstone, Research, Presentation, and Publication. New York: Thieme.	Chapter 1-2 PQs	June 9
June 10-16, 2019	1, 2	Read Chapter 3 (pp. 12-24) and Chapter 6 (pp. 58-60). Answer Preparation Questions (PQs) and upload to Moodle.	Chapter 3 and 6 Valente, et al (2011). The Audiology Capstone, Research, Presentation, and Publication. New York: Thieme.	Chapter 3 and 6 PQs	June 16
June 17-23, 2019	1	Complete online CITI course: <i>Biomedical Research - Basic</i> (Note: Estimated time to complete is 4 hours)	Link https://about.citiprogram.org/en/homepage/	Upload certificate of course completion	June 23
June 24-30, 2019	4, 5	Outline Research Article 1	Garadat, et al (2017). The development of the University of Jordan word recognition test, <i>Int J Audiol</i> , 56:6, 424-430. Use Chapter 4 as a reference: Valente, et al (2011). The Audiology Capstone, Research, Presentation, and Publication. New York: Thieme.	Research Article 1 Outline	June 30
July 1-7, 2019	4,5	Outline Research Article 2	Dean & Martin (2000). Insert earphone depth and the occlusion effect, <i>Am J Audiol</i> , 9, 1-4. Use Chapter 4 as a reference: Valente, et al (2011). The Audiology Capstone, Research, Presentation, and Publication. New York: Thieme.	Research Article 2 Outline	July 7
July 8-14, 2019	4,5	Outline Research Article 3	Migirov, Wolf (2010). Distortion product otoacoustic emissions following stapedectomy versus stapedotomy, <i>124(1): 16-18</i> . Use Chapter 4 as a reference: Valente, et al (2011). The Audiology Capstone, Research, Presentation, and Publication. New York: Thieme.	Research Article 3 Outline	July 14
July 15-20, 2019	4,5	Outline Research Article 4	Vielsmeier et al (2015). The relevance of the high frequency audiometry in tinnitus patients with normal hearing in conventional pure-tone audiometry, <i>BioMed Res International</i> , 2015 (Article ID 302515); 1-5. Use Chapter 4 as a reference: Valente, et al (2011). The Audiology Capstone, Research, Presentation, and Publication. New York: Thieme.	Research Article 4 Outline	July 20
		Select Mentor & Reserch Topic	N/A	Provide 3 topic choices	

MAUD 208B					
Week	Course Objective	Activity Description	Reading	Submission / Activity	Due Date
Jan 27-31, 2020		MENTOR MEETING 1: Review IRB proposal & application (<i>if applicable</i>). Assign readings.	Orlikoff, et al (2015). <i>The Introduction Section of the Research Article</i> . In <i>Evaluating Research in Communication Disorders (7th Edition)</i> (pp. 35-71). Boston, MA: Pearson.	Meet with Mentor to discuss changes needed to IRB materials. Document meeting notes in your Lab Notebook. Submit to Mentor. Revisions to your IRB proposal & application OR project outline.	
Feb 3-7, 2020		MENTOR MEETING 2: Assign target journal. Develop methodology / materials needed for project.	NA	Submit IRB proposal & application (if applicable) Meet with Mentor. Document meeting notes in your Lab Notebook.	Jan 31
Feb 3-9, 2020		MENTOR MEETING 3: Develop Outline for Introduction Section (Background, Aim, Research Question)	NA	Submit to Mentor. Finalize the set up of equipment for experiment. Document the experimental setup in your Lab Notebook. All Others: 1 st Draft of Introduction Section.	Feb 7
Feb 10-16, 2020		MENTOR MEETING 4: Update on project.	Orlikoff, et al (2015). <i>The Method Section of the Research Article</i> . In <i>Evaluating Research in Communication Disorders (7th Edition)</i> (pp. 204-272). Boston, MA: Pearson.	Continue working on your project: IRB-Approved: Data Collection. All Others: Methodology Section OR next section. Document all activities in your Lab Notebook.	
Feb 17-23, 2020		MENTOR MEETING 5: Update on project.		Continue working on your project: IRB-Approved: Data Collection. All Others: Methodology Section OR next section. Document all activities in your Lab Notebook.	
Feb 24-Mar 1, 2020		MENTOR MEETING 6: Develop Outline for Method Section (Subjects, Equipment, Procedures), based on readings	Groups should prepare together to answer questions related to the <i>Methodology</i> of their project.	Submit to Mentor. IRB-Approved: Data Collection summary (Excel). All Others: 1 st Draft of Methodology Section OR next section. Document all activities in your Lab Notebook.	Feb 28
Mar 2-8, 2020		MENTOR MEETING 7: Update on project.	Orlikoff, et al (2015). <i>The Results of the Research Article</i> . In <i>Evaluating Research in Communication Disorders (7th Edition)</i> (pp. 273-326). Boston, MA: Pearson.	Continue working on your project: IRB-Approved: Data Collection. All Others: Results Section OR next section. Document all activities in your Lab Notebook.	
Mar 9-15, 2020		MENTOR MEETING 8: Develop Outline for Results Section	N/A	Meet with Mentor to discuss progress. IRB-Approved: Data Collection. All Others: Methodology Section OR next section. Document all activities in your Lab Notebook.	
Mar 16-22, 2020		MENTOR MEETING 9: Update on project.	Groups should prepare together to answer questions related to the <i>Results Section</i> of their assigned article.	Submit to Mentor. IRB-Approved: Data Collection. All Others: 1 st draft of statistical analysis & Results OR next section. Document all activities in your Lab Notebook.	Mar 20

MAUD 208B					
Week	Course Objective	Activity Description	Reading	Submission / Activity	Due Date
Mar 23-29, 2020		INDEPENDENT WORK (no class / meetings)	Orlikoff, et al (2015). <i>The Discussion and Conclusions Section of the Research Article</i> . In <i>Evaluating Research in Communication Disorders</i> (7th Edition) (pp. 380-418). Boston, MA: Pearson.	Continue working on your project. IRB-Approved: Data Collection. All: Supporting documents (e.g., IRB Application, Informed Consent, Appendices). Document all activities in your Lab Notebook.	
Mar 30 - Apr 5, 2020		MENTOR MEETING 10: Develop outline for Discussion / Conclusions Section	Prepare 1 st draft of paper	Meet with Mentor to discuss progress. Results & Analysis Section OR next section. Document all activities in your Lab Notebook.	Apr 3
Apr 6-12, 2020		MENTOR MEETING 11: Develop Outline for Presentation	Prepare Practice Presentation	Submit to Mentor. IRB-Approved: 1 st Draft of Final Paper. All: 1 st draft of Supporting documents. Document all activities in your Lab Notebook.	Apr 10
Apr 13-19, 2020		PRACTICE PRESENTATIONS <i>Note:</i> Presentations will be given during a special session. All students must attend.	Prepare 2 nd draft of paper	Present your project (15 min) to classmates and faculty and receive feedback.	TBD
Apr 20-26, 2020		MENTOR MEETING 12: Update on project. Discuss draft paper	Prepare Final Presentation	Submit to Mentor. IRB-Approved: 2 nd Draft of Final Paper. All: 2 nd draft of Final Paper. Document all activities in your Lab Notebook.	Apr 24
Apr 27 - May 3, 2020		FINAL PRESENTATIONS <i>Note:</i> Presentations will be given during a special session. All students must attend.	N/A	Submit final presentation	Apr 26
				Present your project in front of faculty and classmates for grading.	TBD
		MENTOR MEETING (Optional): Finalize Project	N/A	Meet with Mentor to develop plans to finalize your project. Document meeting notes in your Lab Notebook.	
May 4-15, 2020		PROJECT REPORT	N/A	Upload your project report to Moodle and submit a hardcopy to your Mentor.	May 10