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Integrating Research into Graduate Education

William W. Clark, Ph.D., Director

Recently, as I was searching through the archives of our training programs, I came across what may have been the first student research paper submitted within our graduate training programs. The paper, titled “Vacation studies for deaf children,” was written by S. Richard Silverman, former director of CID, and submitted in June 1938 as part of the requirements for his Master of Science in Education degree. As I read through Dr. Silverman’s study on approaches to instruction for hearing-impaired children during the summer, it occurred to me that research has long been a vital component to our training programs. While the role of student research has changed dramatically over the years, today it is an integral component of the comprehensive training we offer for future audiologists, teachers of the deaf, and research scientists. The reason for this is simple: when we learn how to be “consumers” of research, it helps us use current knowledge to improve our professional practice.

Today, there are more opportunities than ever before for students to pursue their research interests. As a requirement of the Au.D., M.S.D.E., and Ph.D. degrees, all students must complete a research project as part of their studies. These projects are presented each spring at our annual PACS Student Research Colloquium and then published in a digital repository available to the public. Students may also participate in grand rounds, brown bag seminars, research symposia, and other similar opportunities almost on a daily basis, and many work with researchers on clinical, applied, or basic research projects. Other optional research opportunities also exist for students through NIH-funded programs. One of these programs is the Research Training Program Grant for Clinical Audiologists (T35) within PACS. The T35

is a three-month summer program that allows Au.D. students to gain research experience in a lab under the mentorship of a faculty member. The other program available to doctoral students is the Clinical Research Training Center Pre-Doctoral Program Grant (TL1), which offers both a three-month or year-long training programs, with the option to earn the Master of Science in Clinical Investigation along the way.

Does research experience improve the training we’re providing to our students? We hope you’ll agree that the answer is “yes”.

If you’d like to see Dr. Silverman’s study, or those of any of our alumni since, we invite you to visit the digital archives at <http://digitalcommons.wustl.edu/pacs/>.

References: Silverman, Sol Richard, “Vacation studies for deaf children” (1938). Independent Studies and Capstones. Paper 470. Program in Audiology and Communication Sciences, Washington University School of Medicine. http://digitalcommons.wustl.edu/pacs_capstones/470



Amplifications

PROGRAM IN AUDIOLOGY AND COMMUNICATION SCIENCES • CID AT WASHINGTON UNIVERSITY SCHOOL OF MEDICINE

Interview with Jacquelyn Baudhuin

Maureen Valente, Ph.D., Director of Audiology Studies

MV: Hi Jacquelyn. Thank you for agreeing to an interview. The theme of our PACS November Newsletter is related to integration of research into a rigorous clinical doctoral program. We thought of you, in view of your recent graduation with your Au.D. from our program that is combined with work toward your Master's of Science in Clinical Investigation.

JB: Thank you. I feel honored that you thought of me.

MV: How did your research interests initially develop?

JB: During my first year of study, I began to work in the basic science research lab of David Dickman, Ph. D. We investigated research questions relevant to the vestibular system. This ignited my interest in gaining further research experience – so exciting for someone like me who loves to question things and seek answers.

MV: How did you become interested in a pull-out summer of specialized student research training, under Washington University's TL-1 Student Research Program, supported by the NIH?

JB: After Jay Piccirillo, M.D., spoke to our class about such options under the TL-1 grant, I began to speak to colleagues about additional research experiences. I wanted to learn more about clinical research. Working with people is definitely a passion, as is asking questions and seeking answers. I applied and was accepted to this summer program. I knew the experience would provide for me a great foundation for my Capstone.

MV: I recall that that summer greatly sparked your interest toward research and you began to plan for a full, pullout year of specialized research training under the same interdisciplinary program.

JB: I dearly loved my research experiences and thoughts then progressed to considering a full, pullout year of research training. I was hesitant to extend my studies by a year, but knew I'd be earning the M.S.C.I. and the Au.D. degrees. PACS helped me design a special program and it helped that my classmate, Amy Umanski, was also going to complete a specialized year of research training. In the end, it is important to "seize opportunities given to you" especially if it's something that you love.

MV: What are some of the research questions you've investigated?

JB: With my summer and Capstone research, I worked with Timothy Hullar, M.D., investigating functional balance before and after cochlear implant (CI) surgery. I became interested in

the CI aspect with my patients: looking at outcomes, successes, and improvement in overall quality of life. I transitioned to working during my full year of training with Jill Firszt, Ph.D. We investigated speech processing optimization. During my fourth year externship at the Oregon Health Sciences University, I combined clinical practicum with research work. We investigated objective versus behavioral methods in speech processing.



MV: Among other benefits, these experiences facilitate students' scientific presentations, often on national levels, and publications in peer-reviewed journals. What are some examples of such presentations and publications in which you've engaged?

JB: National meetings where I've presented research have included the American Auditory Society, American Academy of Audiology, 12th Symposium on CI in Children and the 10th International Conference on CI. I've also presented at such meetings as a National Predoctoral Seminar, Student Research Colloquium, and the LEND Student Research Symposium.

MV: PACS emphasizes integration of clinical and research work via course work and exposing students to vast resources here. We require a rigorous Capstone project that is completed by the end of the third year. Would you describe experiences related to the integration you experienced while a student here and also the importance placed upon such integration?

JB: Throughout the course work, we studied and discussed benefits of integrating research with clinical work. One of my favorite clinical rotations was with the Washington University School of Medicine's CI Team, under supervision of Lisa Potts, Ph.D. I thought of her position as my "dream job", in that she achieves a wonderful balance of research and clinical work. It was so enlightening and enjoyable to see CI patients clinically and as they participated in research.

MV: As you prepared for graduation after five years, what types of positions were you seeking and how do you feel the specialized research training affected your employment search?

JB: I had no idea that my "dream job" would be offered to me so early in my career, but I was hoping for a position within a CI department. When the position at Boys Town became available and included research, I was very excited and surprised to be offered the position. The unique combination of degrees has helped prepare me for this position. I feel grateful for all the wonderful opportunities made available to me during my education and immediately post-graduation.

MV: You currently are employed at Boys Town National Research Hospital in Omaha – one of the premiere clinical and research facilities in the country. Your position is uniquely geared toward spending 50% of your time in the clinic and 50% in the research lab. Tell us about your new position.

JB: I am loving my new position. For half of the day, I see CI patients – performing pre-operative and post-operative evaluations, device programming, and counseling. I value following patients long-term and learning more about their lives and needs. During the other half day, I am fortunate to be working on exciting research projects with Michelle Hughes, Ph.D. We are investigating questions regarding CI channel interaction, psychophysics, evoked potentials, and Telehealth.

MV: As a final thought, what advice would you provide to students who may wish to pursue research avenues in addition to their strong clinical foundations? Or to practicing clinicians who may wish to gain additional research experiences?

JB: Being a clinician makes me a better researcher, as I see important clinical questions that need to be answered. Being

a researcher makes me a better clinician, as I am familiar with the current literature and may easily apply via evidence-based practice. My job is never dull and I would highly recommend these avenues to students and practicing clinicians.

MV: Thank you for your time, Jacquelyn. We appreciate your thoughts as we all work together toward maintaining the science base of the profession. You are a wonderful example of a graduate who demonstrates an interest in life-long learning. Our goals are for our students to become the most competent audiologists possible, as they critique the literature and learn to apply evidence to daily practices. Your contributions toward the profession's knowledge base are also appreciated.

JB: Thank you very much for this kind invitation. In addition to the mentors I've already named in this interview, I would like to thank Ruth Reeder, M.A., Jamie Cadieux, Au.D. and Jerrica Kettel, Au.D. There are so many who have provided valuable assistance along the way!

Class Notes

2000s

Cynthia Modrosic, 2001

Cynthia and her husband Bill have a new baby son, Sean James Modrosic, born on August 9, 2010. Son Liam is a very proud big brother.

Kathleen Faulkner, 2004

Kathleen was awarded the 2010 ASHFoundation New Century Scholar Doctoral Scholarship presented at the November ASHA convention in Philadelphia, PA. Kathleen also presented a poster and received a student travel award to attend the Symposium on Objective Measures in Auditory Implants held in St. Louis, MO in September 2010. She was an author on a paper entitled "Development of otolith receptors in Japanese quail," *Dev Neurobiol.* 2010 May;70(6):436-55. Katie is currently a doctoral candidate at University of Washington in Seattle.

Krisjeana (Ballard) Vernon, 2004

Krisjeana and her husband are expecting a boy in March 2011.

Christa (Garrett) Weber, 2004

Christa had a baby girl named Emma Grace Weber born on April 24, 2010. Oldest daughter, Ava Marie Weber, turned 3 on December 3rd. Christa also graduated in April 2010 with a Master's degree in Elementary Administration.

Amanda (Stever) Dunaway, 2006

Amanda gave birth to a baby boy, George Dunaway, born on September 16, 2010.

Aimie (Marlow) Moreno, 2006

Aimie gave birth to Isaiah Fernando Moreno born on July 6, 2010, who joins his big brother, Gabriel.

Sarah (Reynolds) Bridges, 2007

Sarah had a baby girl named Scarlett Rose Bridges born on July 15, 2010.

Kristin (Peters) St. Louis, 2007

Kristin and her husband Aaron welcomed their first child, a daughter named Hayden Corrinne, born on August 6, 2010.

Lindsay (Poole) Dain, 2009

Lindsay and Daniel Dain were married on October 1, 2010.

Bethami (Joseph) Grossman, 2009

Bethami was recently married and is now living in Omaha, Nebraska.

Catherine (Reike) Pettus, 2009

Catherine and husband Jason welcomed a new baby girl, Alice Helen Pettus, born on September 23, 2010.

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