

### Description of Research

I'll never forget the emotions I experienced when first being assigned the Reflective Analysis assignment in my OT 501: Leadership in Occupational Therapy course. We were asked to perform a literature review on any occupational therapy topic of our choosing, starting with the year 1917, and continuing on to the present. A startling minimum of five articles for each decade was required. My instructor assured us she wouldn't have assigned this paper if she didn't think we were capable of completing it. The truth is, alone, I do not think I could have. However, in collaboration with the staff and resources of the Weinberg Memorial Library (WML), I found that this research endeavor was one that I could tackle.

During our in-class library sessions with Bonnie Oldham, we were educated on the many resources our library has to offer students. She provided my class with insight on how to best define our search terms and when to use "and" versus "or" when utilizing our library's numerous databases so we could maximize our search results. Bonnie familiarized us with helpful databases such as CINAHL, EBSCO, OT Search, and Wiley Online Library that enriched my research collection. In addition, she taught us alternative ways to find primary, secondary, and tertiary resources when we felt like our electronic resources had been exhausted.

The Circulation and Reference Desks in the WML became a vital source of information and support for me throughout my research process. Several librarians were able to assist me during this month-long scavenger hunt for research pertaining to my topic. With their guidance, I was able to locate journals such as the American Journal of Occupational Therapy, Journal of Head Trauma and Rehabilitation, Archives of Physical Medicine and Rehabilitation, amongst other journals that provided me with a wealth of information and enlightening articles. The Circulation and Reference Desks also contained an extensive collection of books and articles on

reserve, a compilation that has accumulated over the years after students found them to contain literature that was extremely applicable to this assignment. These items became “little treasures” that provided me with a comprehensive background on the historical influences that have impacted my topic. This information would prove to be invaluable later on once my research was finished and I finally began writing my literature review.

On the dreaded day I found out I needed to use the Microfilm Reader, a librarian was able to walk me through the process of loading the film, fast-forwarding it, rewinding it, and finally printing the desired article. One day, I remember hitting a dead-end in my search for an article, finding out that the article was published in a journal that could not be accessed through the WML. For the earlier decades, an article that truly captured your topic was a rarity, and I remember anxiously hoping a librarian could help me. All hope was not lost when a librarian informed me that I could request the article through the ILLiad system and receive it within a few days, or sometimes even overnight, with no fee required. With this resource, I was convinced that virtually any article I desired could be acquirable if I needed it.

Throughout the research process, I was amazed by the accessibility and helpfulness of our librarians, whether that was through the Ask a Librarian feature of the WML website or in person at the Circulation Desk or Reference Desk. No question was ever left unanswered, and anybody from the full-time employees, to the work-study students, was able to point me in the right direction when needed. Through this experience I have come to find that the WML houses more than the abundance of study rooms, tables, and desks that are visible to any student walking through. It also contains a profusion of resources that the WML employees are happy to, and literally eager to share with any researcher who approaches them. Their mutual curiosity for your

topic and assumption of your research task as if it was their own truly can make even the most unlikely student enjoy the research process and see it as a challenging, yet feasible undertaking.