

## **Information Literacy Stipends 2014**

### **OT 140 Introduction to Occupational Therapy**

#### **Course Description**

OT 140 is an introduction to the profession for incoming freshman students in the occupational therapy program. The course presents the history of the profession, its philosophical base, core values, professional standards, ethics, tools of practice, and frames of reference.

Recent trends in healthcare, more specifically occupational therapy, suggest the use of evidence based practice to guide therapeutic interventions. This evidence is disseminated via scholarly publications, in particular peer-reviewed journals. Students in OT 140 must complete several writing assignments for the course that require them to identify a topic of interest in the field of occupational therapy and then discuss the relevance to lecture topics. Part of the requirement for these assignments is that they reference articles that contain evidence from studies to support their discussions. Currently students are predominantly using Google Scholar to find references for these assignments.

It is the objective of this proposal that students in this course learn to use library resources to find scholarly articles for these assignments. It has been my experience that younger students are not familiar with academic integrity and the use of proper citations for classroom assignments. They would benefit from an early introduction into the university library. I will collaborate with Bonnie Oldham, the librarian liaison to the Occupational Therapy Department to design an effective strategy for completing such a process. Prof. Oldham will conduct an information literacy session for students to differentiate popular and scholarly articles as well as to demonstrate some effective strategies for locating, gathering and evaluating peer reviewed information in library databases. She will also show some citation tools that students can use to create APA citations for their references.

#### **Information Literacy Standards Addressed**

##### **Standard One - Performance Indicator 2**

The information literate student identifies a variety of types and formats of potential sources for information.

##### **Standard Two - Performance Indicator 1**

The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

##### **Standard Two - Performance Indicator 2**

The information literate student constructs and implements effectively-designed search strategies.

##### **Standard Three**

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

##### **Standard Five - Performance Indicator 3**

The information literate student acknowledges the use of information sources in communicating the product or performance.

## **Student Learning Outcomes**

Students will:

1. Gather at least two resources from peer reviewed journals for each assignment using library resources. **The students used various search engines and strategies to access peer reviewed journal articles.**
2. Appraise the articles for relevance to a specialty in the field of occupational therapy. Part of this appraisal includes whether or not there is evidence to support the practice being used. Practitioners can chose a specialty field including physical disabilities, psychology, gerontology, and pediatrics. Students will explore a few specialties of interest and review the current literature. **Entry level freshman were able to identify an area of interest or a specialty division of OT that is relevant to them and assessed the literature for levels of evidence. They returned to class with a written paper and entered into an interactive discussion about their respective learning process in the library.**
3. Use electronic databases including CINAHL and ProQuest. Databases currently used for assignments are predominantly Google Scholar. Students will explore the functionality and significance of defining a search using CINAHL and ProQuest. **Students used the databases described above to locate peer reviewed journal articles.**
4. Cite their references using the current APA format.

## **Assessment**

Students will review two peer reviewed publications referenced through the library databases. References will be cited using the current APA format. They will discuss the articles with a class presentation, specifically indentifying the subspecialty fields of occupational therapy.

## **Library Literacy Summary**

The OT 140 Introduction to Occupational Therapy freshman class recently completed a project that guided them through the search process of special topics related to the study of occupational therapy. Students learned how to access the library's electronic databases through search engines and were required to identify various peer reviewed journals. It has been my experience as a new faculty member that a good deal of students have been deficient on the search process for peer reviewed research, often times citing lesser quality work and internet pages in their work. It was the goal of this project to work with entry-level freshman and educate them on the resources available to them through the library as they begin their career at the University. This project was completed and each student summarized the learning experience in a discussion paper presented to class.