

Weinberg Memorial Library Information Literacy Stipend
The Development of Core Informational Literacy Competencies for
OT 501: Leadership in Occupational Therapy
Final Report

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I am pleased to report that the activities undertaken to attain the objectives put forth in my *Weinberg Memorial Library Information Literacy Stipend Application* to develop core informational literacy competencies for students taking the graduate course *OT 501: Leadership in Occupational Therapy* have been highly successful. During the summer of 2010, I completed a critical analysis of existing course requirements and learning activities related to the development of information literacy fluency. I then collaborated with Professor Bonnie Oldham to develop two new learning activities to facilitate students' attainment of information literacy course objectives. Both of these assignments were then integrated into two information literacy sessions conducted by Professor Bonnie Oldham during the fall 2010 semester.

During the summer of 2010, Professor Bonnie Oldham and I also collaborated to design a course specific assessment of the information literacy skills we identified as essential for students to master. We based this assessment on the information literacy standards of the *Accreditation Council for OT Education*, the *Information Literacy Competency Standards for Higher Education of the ACR* and course-specific requirements. The measure we designed used likert scale items so that we could complete a quantitative data analysis to determine if the desired student learning outcomes were achieved. See Appendix A for a copy of this assessment. This measure was administered as a pre-test on the first day of class and re-administered as a post-test on the last day of class. The analysis of student responses to these measures clearly demonstrated a significant difference ($p < .001$) between the pre and post test results with a total information literacy competence mean of 3.53 attained for the pre-test and a total information literacy competence mean of 4.69 attained for the post-test.

The first information literacy session sought to develop students' understanding of the relationships between the values of occupational therapy and professional leadership using the historical research sources that were reviewed by Professor Bonnie Oldham during this initial session. This assignment titled a "Historical Quote Scavenger Hunt" also served to 'jump start' students' capstone course project since it was provided during the first week of fall classes. See Appendix B for a copy of this assignment. The second information literacy session was conducted during week six of classes. This session's assignment required students to complete comprehensive historical literature searches for the occupational therapy leadership domains they had selected to examine for their course capstone project. Using the resources reviewed by Professor Oldham, the students were able to successfully locate resources that include literature from the inception of the profession to today. See Appendix C.

It is important to note that the acquisition of a loan of the very first volumes of occupational therapy professional journals from the library of Creighton University by Bonnie Strohl and the consistent support of Professor Oldham and many library faculty and staff were significant factors in the students' ability to access key archival works. Reference librarians Betsey Moylan, Kevin Norris, Donna Mazziotti, and George Aulisio and interlibrary loan staff Maggie Restuccia and Sheila Ferraro are to be commended for their consistent support of students' research. As a result of the collaborative efforts from all involved with this project, the students were able to complete both information literacy assignments and their capstone projects in a manner that reflected solid skills in the critical review of historical literature. Their final capstone projects clearly reflected the depth and breadth of their research. In their papers, the students integrated the knowledge they had acquired from the two information literacy assignments and their

independent research to author coherent and compelling analyses of the evolution of their selected professional domain (e.g., pediatrics, technology, research, amputations, mental health) from our profession's inception in 1917 to the present. These reflective analyses provided thoughtful discussions of the relationships between the profession's historical influences, ethics, and values; current and emerging trends in occupational therapy leadership and possibilities for their own personal leadership evolution. Most important student's anxiety about this research project was replaced with an enthusiasm for their chosen topic. During my weekly 1:1 meeting with students, many of them openly expressed their joy at discovering a key work that related to their topic. They consistently reported an enriched perspective about occupational therapy and the value of learning (and remembering) lessons from the past. This new appreciation greatly enhanced classroom discussions about current opportunities and challenges to occupational therapy practice.

During class seminars, the students consistently applied the knowledge they gained from this project to critically analyze current societal issues. For example, the ongoing debate over health care disparities acquired deeper meaning when the students reflected on the long-standing institutionalization of persons with disabilities. Reflecting on the primary sources that described the segregation of 'imbeciles' and 'cripples' provided the students with a sharp contrast to their knowledge of the current legal rights afforded to persons with disabilities by the Americans with Disability Act. The realization that these rights are fairly new in the history of disability in the United States, and that recent Supreme Court cases have effectively challenged these rights, provided many students with a sobering wake-up call that community integration and full social participation are not guaranteed for perpetuity. This is a very important lesson for occupational therapy students to learn.

Since I firmly believe that all students should be knowledgeable about our country's past, I will be presenting a paper titled "*Beyond Immediacy: Integrating Information Literacy with Historical Research to Teach Lessons Learned from the 20th Century to Millennial Students*" at the Clute Institute in New Orleans on March 16, 2011. In this paper, I will be discussing the efficacy of this *Leadership in Occupational Therapy* information literacy project and its application to other professional education programs.

Appendix A
OT 501: Leadership in Occupational Therapy
Information Literacy Pre- and Post- test Measure

1=Definitely Disagree	2=Somewhat Disagree	3= Unsure	4=Somewhat Agree	5=Definitely Agree
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Please rate the following statements according to the scale above:		Rating
1.	I know how to identify <i>current</i> information and resources appropriate to meet the course requirements.	
2.	I know how to identify <i>historical</i> information and resources appropriate to meet the course requirements.	
3.	I can access needed information effectively and efficiently.	
4.	I can effectively use information and resources to complete a specific course-related assignment.	
5.	I can effectively manage the information and the sources gathered to complete course assignments.	
6.	I know how to identify a scholarly journal.	
7.	I understand the difference between primary, secondary, and tertiary sources.	
8.	I know how to access and use information ethically and legally.	
9.	I recognize the difference between historical literature and scholarly research.	
10.	I can articulate the value of acquiring an historical perspective of occupational therapy to my professional development.	

Appendix B
OT 501: Information Literacy Assignment 1
Values in Occupational Therapy: Historical Quote ‘Scavenger Hunt’

Purposes: Upon completion of this activity students will:

1. understand the relationships between values and the profession of occupational therapy
2. appreciate the heritage of leadership that is based on the core values of our nation and the profession of occupational therapy.
3. know key resources for historical research on leadership in occupational therapy (e.g., Eleanor Clark Slagle lectures, Archives of OT, Nationally Speaking columns)

Directions: Read selections from the historical research sources reviewed by Professor Bonnie Oldham to find three quotes from a leader in occupational therapy that reflect one or more of the 10 American Values listed on page 18 in Hitt and/or one or more of the 7 Core Values of Occupational Therapy described in Appendix F of Cottrell (2005). You can ‘jump start’ your Reflective Analysis research by focusing this review on the area(s) of leadership in OT that you think you may be interested in exploring in your Reflective Analysis.

In the space below and on the back of this page, provide the quote you found, the value(s) the quote represents, and the quote’s publication source in APA format. One of your quotes **MUST** be from an Eleanor Clark Slagle lecture. All quotes must be before 1960. Bring this completed page to next week’s class and be prepared to discuss both the process and the results of your ‘scavenger hunt’.

Quote 1: _____

Value(s) reflected in this quote: _____

APAreference: _____

Quote 2: _____

Value(s) reflected in this quote: _____

APAreference: _____

Quote 3: _____

Value(s) reflected in this quote: _____

APAreference: _____

Appendix C: OT 501: Information Literacy Assignment 2 Historical Literature Review of Leadership Domain

Purposes: Upon completing this assignment, students will:

1. utilize key resources for historical research in occupational therapy (e.g., Eleanor Clark Slagle lectures, Archives of OT, Nationally Speaking columns) to find sources related to a select leadership domain in occupational therapy.
2. appreciate the wealth of resources available in the reference lists of seminal works, including the required and recommended course texts.
3. identify 3 PRIMARY sources and 1 SECONDARY source that can be used for EACH of the first five decades of the OT profession to complete Part 1 of the Reflective Analysis assignment.
4. complete necessary requests to obtain copies of primary resources not available in the Weinberg Library.

Directions: Using the historical research sources reviewed by Professor Bonnie Oldham, conduct a comprehensive literature search for the OT leadership domain that you selected to examine for your reflective analysis. *Both* an electronic search and a “hands-on” search of course reserve and recommended readings are required. In the space below and on the back of this page, provide full citations for the PRIMARY and SECONDARY references you found related to your specific Reflective Analysis focus. Remember some selected domains may need to be “re-worded” in your search to accurately reflect the terminology of the time (e.g., assistive technology is an outgrowth of adaptive equipment). Others will require a search of its “parent” domain (e.g., general physical rehabilitation for TBI, general pediatrics for school-based practice). Note: since the profession was founded late in the second decade of the 1900s (i.e., 1917), the literature from these formative years can be combined with the literature from the 1920s. All of your references should be formatted according to APA so that you can copy these citations into your final paper. Instructor will send this assignment in an electronic format to ease the copying and pasting of these references from this assignment into your Reflective Analysis.

1917-1929

Primary Reference 1:

Primary Reference 2:

Primary Reference 3:

Secondary Reference:

1930-1939

Primary Reference 1:

Primary Reference 2:

Primary Reference 3:

Secondary Reference:

1940-1949

Primary Reference 1:

Primary Reference 2:

Primary Reference 3:

Secondary Reference:

1950-1959

Primary Reference 1:

Primary Reference 2:

Primary Reference 3:

Secondary Reference:

1960-1969

Primary Reference 1:

Primary Reference 2:

Primary Reference 3:

Secondary Reference:

References

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