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Supporting the Occupational Therapy Student in the Production and Dissemination of Systematic Reviews: An Interprofessional Collaboration among Librarians and Occupational Therapy Faculty

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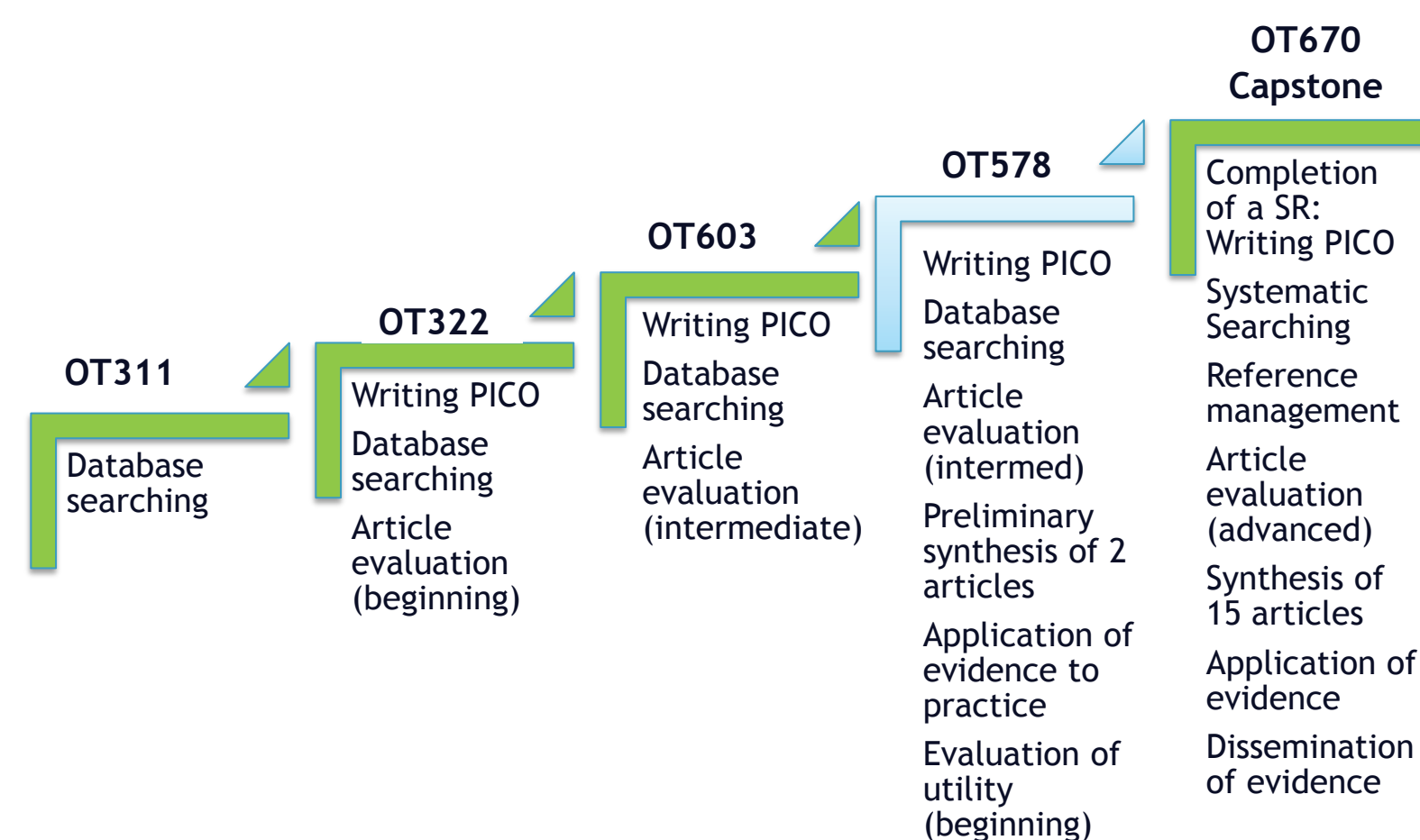


OBJECTIVE

To describe the outcomes of a curriculum-based collaboration between librarians and Occupational Therapy faculty ('collaboration') to enhance graduate student skills for conducting and disseminating a systematic review (SR)

LIBRARIAN-FACULTY COLLABORATION

- Three librarians have participated in the instruction of students throughout the curriculum, helping students build skill in use of evidence to inform practice. In 2013, the collaboration (green) was extended to the final capstone.



- 83 students from 2012-2013 completed the capstone course without librarian collaboration.
- 132 students from 2013-2014 completed the capstone course with librarian collaboration.
- Beginning in August 2013, capstone SR presentations were recorded and made freely available through the institutional repository, the Jefferson Digital Commons (JDC): <http://jdc.jefferson.edu/createday/>

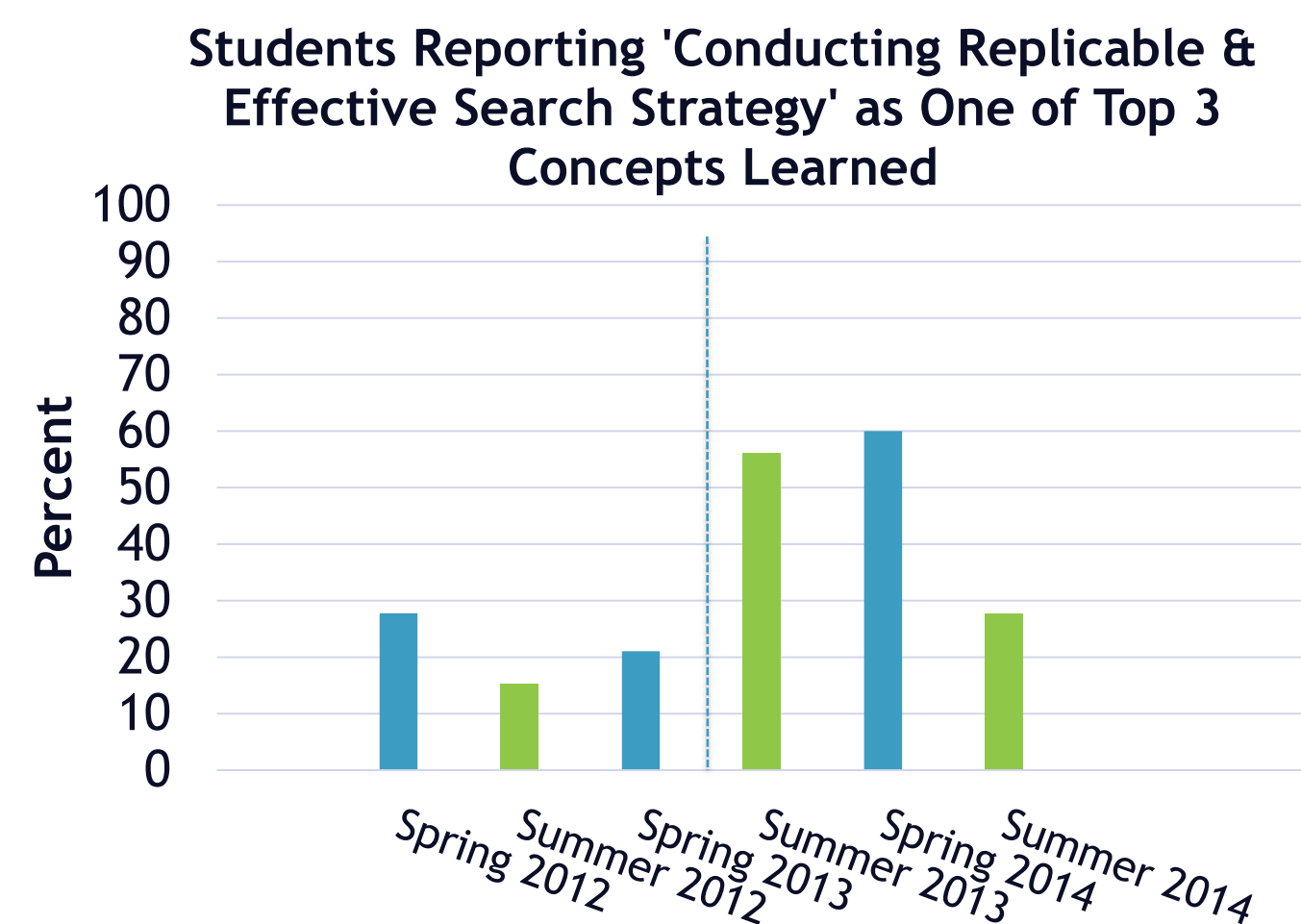
METHODS

- The collaboration was evaluated using student course evaluations, bibliographic evaluations of the systematic reviews, practitioner attendance, and download statistics from the JDC.
- Quantitative data were examined with descriptive statistics in SPSS, and qualitative data were thematically coded by hand.

RESULTS OF STUDENT COURSE EVALUATIONS

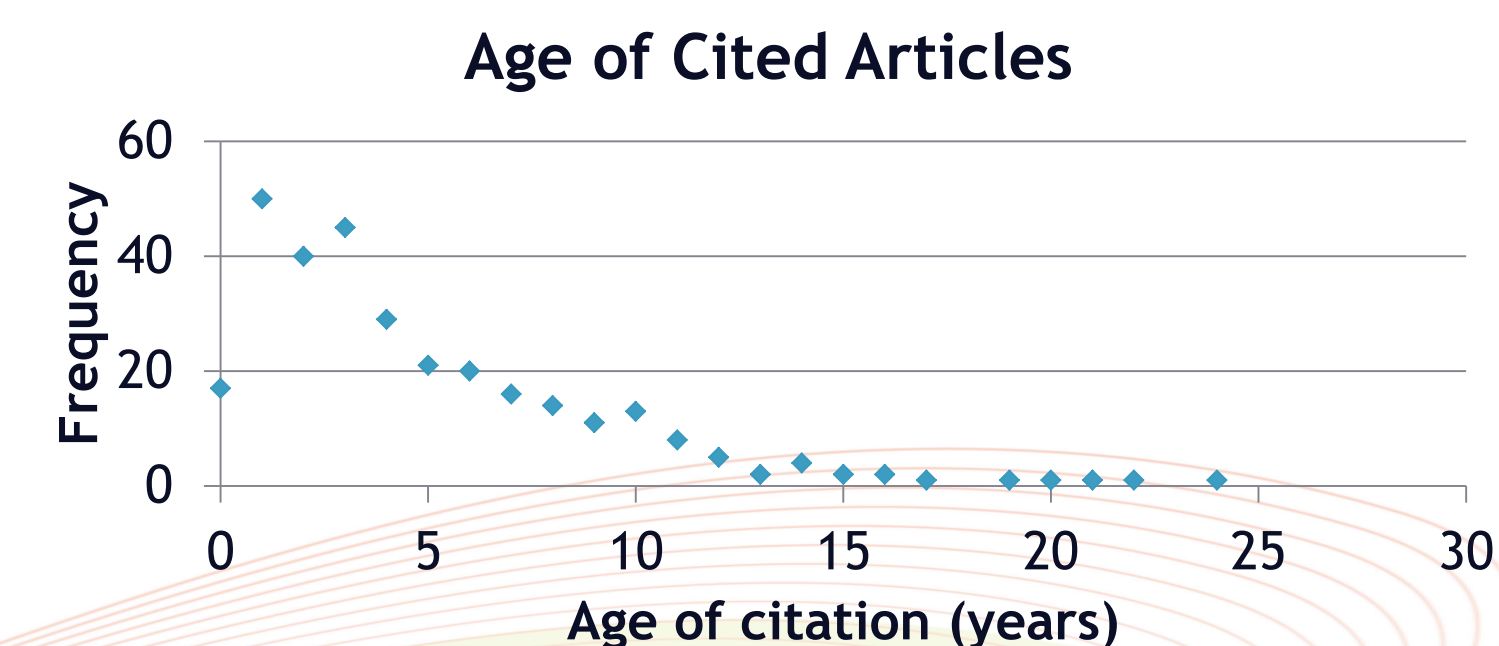
Student Satisfaction & Confidence

- On multiple answer questions, 83.6% of students selected the 'collaborative librarian-faculty lecture' as among the most helpful lectures offered (ranked 3rd of 11 lectures).
- 78.2% selected 'working with librarian staff and course mentors to develop a search strategy' as highly rated among course activities (ranked 3rd of 11 lectures).
- Open ended student course evaluation data for the capstone course were coded to identify importance of course topics.



- Summer courses (green) indicate a 6-week course; Spring courses (blue) indicate a 4-month course. Librarian-faculty collaboration was instituted in the final capstone course Summer 2013.

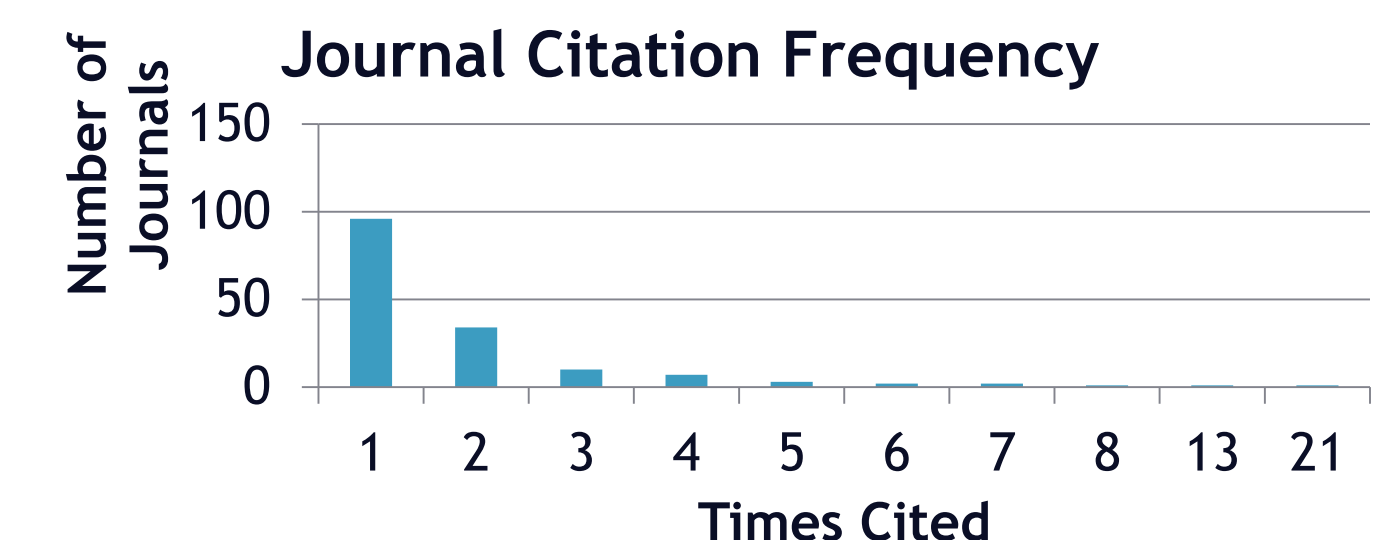
CHARACTERISTICS OF INCLUDED LITERATURE IN CAPSTONES



- Of the 305 citations, 202 (66.2%) were published in the last five years preceding the presentation, 29 (13.8%) were older than 10 years.

CHARACTERISTICS OF INCLUDED LITERATURE IN CAPSTONES (CONT'D)

- Bibliographic data were extracted from 22 of 28 capstone presentations available for analysis (2013-2014) in the JDC.
- Among the 22 capstones, there were 305 citations from 157 journals.
- Average age of included articles was 4.8 years (SD=4.2, Range=0-24).
- Of the 157 journals cited, most (96; 61.1%) were cited once.



Journal	Times Cited
American Journal of Occupational Therapy	21
Archives of Physical Medicine & Rehabilitation	13
Spinal Cord	8
Aging & Mental Health	7
Neurorehabilitation and Neural Repair	7
British Journal of Occupational Therapy	6
Journal of Applied Behaviour Analysis	6
American Journal of Alzheimer's Disease and Other Dementias	5
Disability and Rehabilitation	5
Stroke	5

The top 10 most highly cited journals accounted for 83 of the 305 citations (27.2%). See supplemental material for full list.

RESULTS OF DISSEMINATION OF STUDENT CAPSTONES

- Practitioner attendance at capstones from Spring 2012-Spring 2013 was 158; from Summer 2013-Summer 2014 was 207.
- JDC recordings (as of 1/6/2015) have been accessed from 25 countries, and are located most frequently via Google, JDC, and GoogleScholar.
- The 28 archived capstones were viewed 1,446 times for a total of 163 hours.

CONCLUSIONS

Librarian-faculty collaborations resulted in high student perception of competence to conduct systematic reviews, utilization of a broad variety of peer-reviewed journals, and enhanced dissemination of evidence.

