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Enhancing Occupational Therapy Student Systematic Reviews: An Occupational Therapy Faculty and Librarian Collaboration

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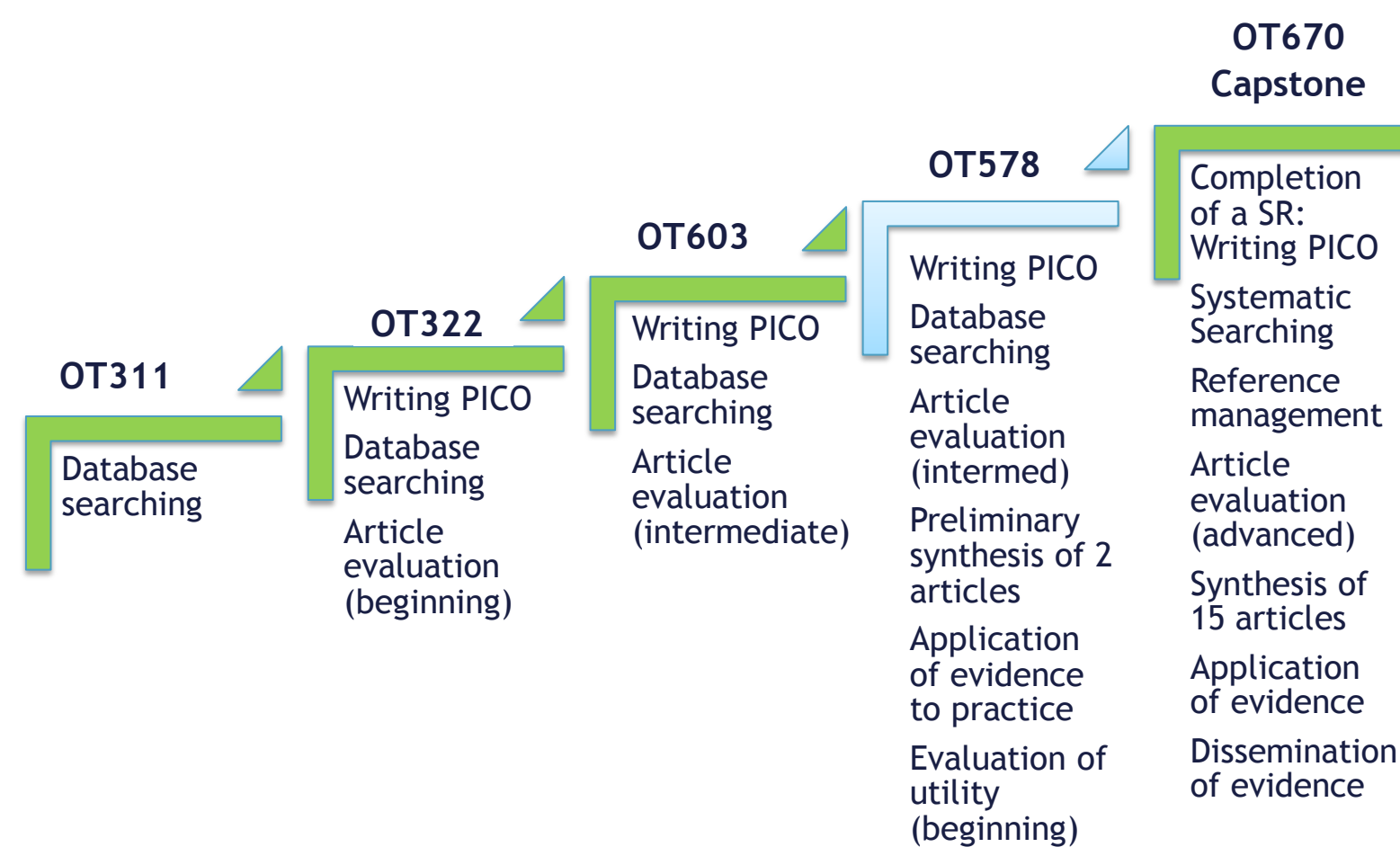
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OBJECTIVE

- To describe the outcomes of a curriculum-based collaboration between Occupational Therapy faculty and librarians ('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 systematic review (SR).



- 83 students from 2012-2013 completed the capstone course without librarian collaboration.
- 195 students from 2013-2015 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

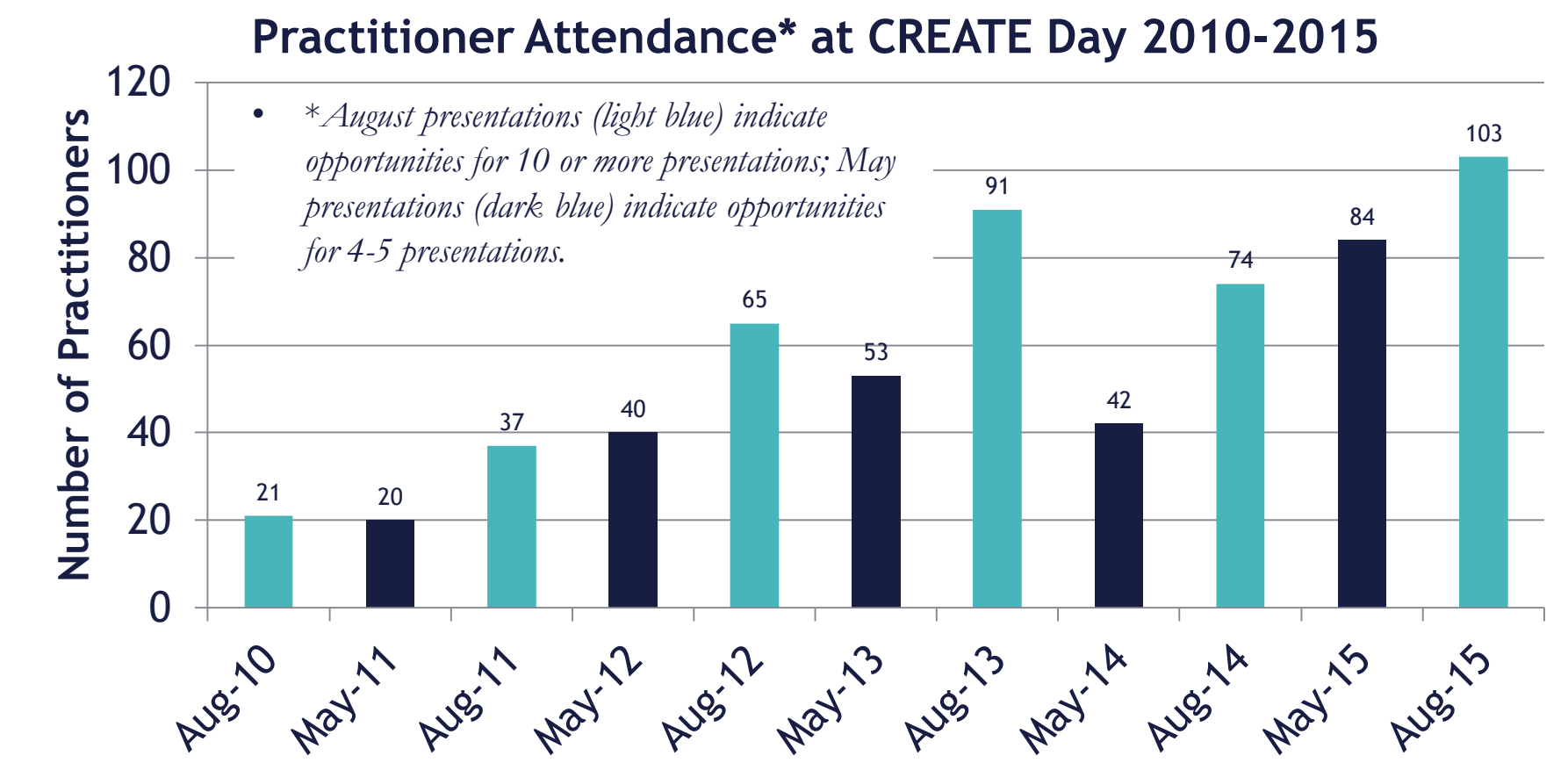
- On multiple answer questions, **89%** of students (n=180) selected the 'collaborative librarian-faculty lecture' as among the most helpful lectures offered (Summer 2013-Summer 2015 cohort)
- 83.7 %** selected 'working with librarian staff and course mentors to develop a search strategy' as highly rated among course activities (Summer 2013-Summer 2015 cohort)
- Among open-ended student comments requesting top 3 learning outcomes, on average only **21.35%** of students from 2012- Spring 2013 reported that enhanced search strategies were a top learning activity. Following implementation of the faculty-librarian collaboration, on average **42.16%** of students from Summer 2013-2015 commented on enhanced searching skill as a top learning outcome.

CHARACTERISTICS OF INCLUDED LITERATURE IN CAPSTONES

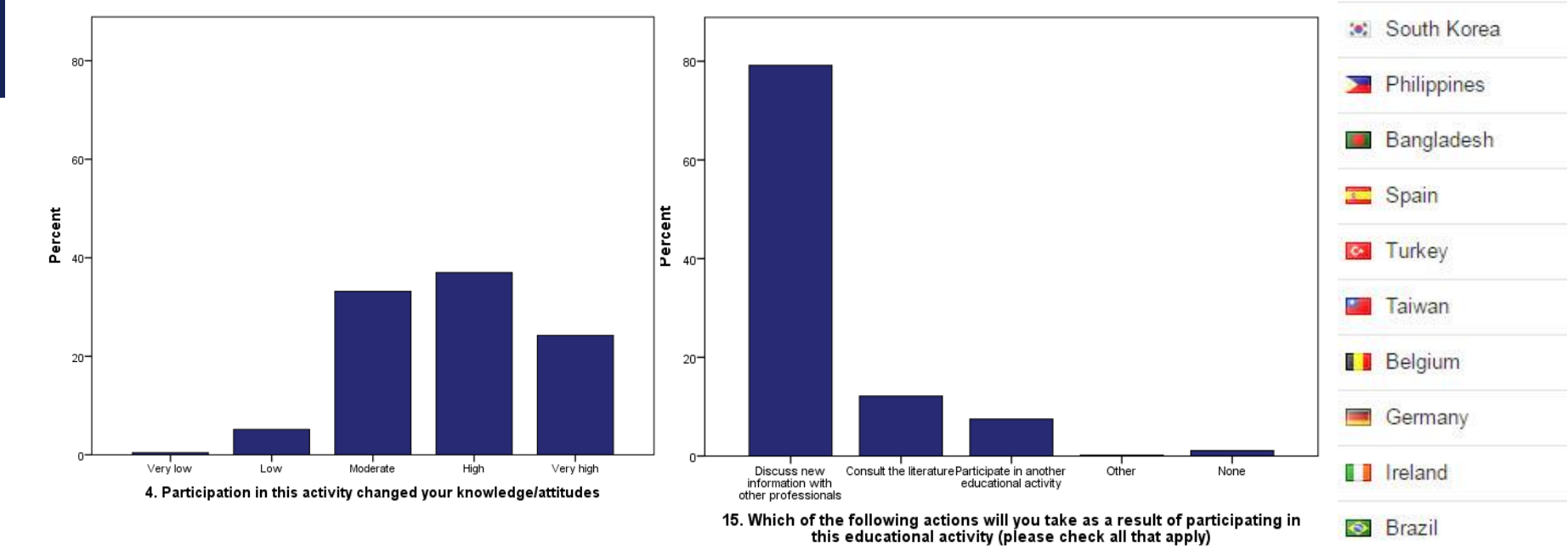
- Bibliographic data were extracted from 33 of 43 capstone presentations available for analysis (2013-2015) in the JDC.
- Among the 33 capstones, there were 459 citations from 216 journals.
- Of the 216 journals cited, most (131; 60.6%) were cited once.
- The top 10 most highly cited journals accounted for 114 of the 459 citations (24.84%).
- 50 citations (10.89%) came from OT journals; the vast majority of literature cited in the SRs were from outside the field of OT.
- Of the 10 OT specific journals cited across the period 2013-2015, only AJOT and BJOT were cited consistently across this time period.

Top Journals Cited within Systematic Reviews	Times Cited	Percent
American Journal of Occupational Therapy	27	5.88
Archives of Physical Medicine & Rehabilitation	18	3.92
Neurorehabilitation and Neural Repair	13	2.83
Spinal Cord	10	2.18
British Journal of Occupational Therapy	9	1.96
Aging and Mental Health	8	1.74
Journal of Autism and Developmental Disorders	8	1.74
Brain Injury	7	1.53
Disability and Rehabilitation	7	1.53
Journal of Applied Behaviour Analysis	7	1.53
Journal of Vocational Rehabilitation	7	1.53

RESULTS OF DISSEMINATION OF STUDENT CAPSTONES



- Practitioner attendance capstones has increased steadily since inception (above), and anonymous evaluations of presentations are high (below).



- Since 2013, JDC recordings available on the internet have been accessed from 53 countries (as of 3/31/2016), and are located most frequently via Google, JDC, and GoogleScholar. The top 25 countries where presentations are accessed are pictured to the right.
- The 43 archived capstones were viewed 3,554 times for a total of 602 viewed hours.

CONCLUSIONS

- OT faculty-librarian collaborations resulted in high student perception of competence to conduct SRs, use of a variety of peer-reviewed journals, and enhanced dissemination of evidence to practitioners locally and internationally.
- In practice, clinicians require advanced search skills to efficiently identify evidence to improve their practice. This collaboration was effective in improving search skills among graduate students while also enhancing dissemination of a high-quality SR to practitioners.