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

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**Recommended Citation**

Benevides, PhD, OTR/L, Teal W.; Moran, OTS, Katie; Kaplan, MS, AHIP, Gary E.; Hunter, MLIS, DMD, Paul; and Kipnis, MSI, Daniel G., "Enhancing Occupational Therapy Student Systematic Reviews: An Occupational Therapy Faculty and Librarian Collaboration" (2016). *Department of Occupational Therapy, Presentations*. Paper 34.

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

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April 2016

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).

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.

RESULTS OF DISSEMINATION OF STUDENT CAPSTONES

Practitioner Attendance at CREATE Day 2010-2015
• Practitioner attendance 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.