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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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).

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.

METHODS

• The collaboration was evaluated using student course evaluations, bibliographic evaluations of the systematic reviews, practitioner attendance, and download statistics from the institutional repository, the Jefferson Digital Commons (JDC): http://jdc.jefferson.edu/createday/

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.

RESULTS OF DISSEMINATION OF STUDENT CAPSTONES

Characteristics of Included Literature in Capstones

• 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.

Characteristics of Included Literature in Capstones (Cont’d)

• 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.

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.

RESULTS OF STUDENT COURSE EVALUATIONS CONT’D

Characteristics of Included Literature in Capstones

• 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 (Cont’d)

• 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.