INFORMATION LITERACY STIPEND REPORT

COURSE: OT 256 – ANATOMY FOR OT

Background

Previously in OT 256, students were required to submit a 1-2 page paper describing a clinical manifestation related to a section of anatomy being covered. Students were instructed to not only utilize their textbook but to also seek information from scholarly publications to complete this assignment. The students demonstrated many challenges during this assignment including: inability to choose scholarly versus non-scholarly publications, lack of citation of non-original ideas, unawareness of resources available and inadequate knowledge base regarding intellectual property.

Assessment

During the Fall 2016 semester, students enrolled in OT 256 were required to work in groups to present a chosen topic related to the human anatomy area being studied. Presentations occurred on a weekly basis (with the exception of testing modules) and encompassed information literacy concepts based upon the ACRL document, Framework for Information Literacy for Higher Education. Those concepts focused upon included: Information has Value and Scholarship as Conversation. The table below illustrates the topics presented:

Presentation Date	Anatomy Area	Topic	8:00am	10:00am
September 19th	Neck	Torticollis TMJ Cervical fracture Cervical strain Dysphagia	1) 2) 3)	1) 2) 3)
September 26th	Cranial Nerves	Bell Palsy Trigeminal Neuralgia	1) 2) 3)	1) 2) 3) 4)
October 17th	Upper Extremity - Shoulder	Clavicle fracture Shoulder replacement Rotator Cuff injury Humeral fracture	1) 2) 3) 4)	1) 2) 3) 4)
October 24th	Upper Extremity - Forearm	Tennis Elbow Golfer's Elbow Colles fracture	1) 2) 3) 4)	1) 2) 3) 4)
October 31st	Upper Extremity - Hand	Carpal Tunnel Syndrome Rheumatoid Arthritis	1) 2)	1) 2)

		Trigger Finger	3) 4)	3) 4)
November 14th	Back	Spinal Stenosis Scoliosis Spina Bifida	1) 2) 3)	1) 2) 3) 4)
November 21st	Pelvis	Pelvic fracture Incontinence Pregnancy	1) 2) 3)	1) 2) 3)

November 28th	Lower Extremity	Total Hip Replacement Total Knee Replacement Hip fracture	1) 2) 3)	1) 2) 3) 4)

Students in both lecture sessions attended an information literacy session on 8-29-16 in the Weinberg Memorial Library classrooms which was presented by Bonnie Oldham. Students were instructed in areas such as APA citation format, determining scholarly versus non-scholarly articles, how to conduct a search and techniques to define a search.

During the construction of their project, students were given instructions and guidance for its completion. Among those directives communicated, students were reminded the following should be included in each presentation: all members of the group must participate in the presentation conversation, questions from peers should be encouraged, topic background information, a review of one scholarly article, discussion regarding potential future research and the topic's implication to OT practice.

As well as presenting their project orally (most also utilized Power Point), each group was required to submit a report form (see below) illustrating their new skill set regarding literacy searches and intellectual property citation.

KEYWORDS SEARCHED:	DATABASES SEARCHED:	ADVANCED SEARCH CRITERIA USED:	CHALLENGES ENCOUNTERED:

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CHOSEN RESEARCH
ARTICLE (APA FORMAT):
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A grading rubric (see below) was developed with the assistance of Bonnie Oldham to address the students learning objectives. An 8o% compliance goal was set as the threshold to determine success of this project.

Criteria	Level 5 20 points	Level 4 16 points	Level 3 8 points
▾**Information Literacy Search Process**	Significant growth in understanding related to research evident as evidenced by both of the following: - identified search challenges - use of advanced search techniques	Some evidence of growth in understanding related to research and information as evidenced by one or more of the following: - identified search challenges - use of advanced search techniques	Minimal to no evidence of growth in understanding related to research and information as evidenced by lack of the following steps: - identified search challenges - use of advanced search techniques
▾**Scholarly Source Selection**	Utilized level of scholarship that meets or exceeds the research need and obtained a minimum of one journal publication appropriate to the research field	Utilized level of scholarship that meets or exceeds the research need and obtained a minimum of one type of scholarship (not journal publication) appropriate to the research field	Did not utilize level of scholarship that meets or exceeds the research need and did not obtain a minimum of one type of scholarship appropriate to the research field

▼**Citation**	Correctly cited publication(s) using APA format AND cited intellectual property as appropriate	Correctly cited publication(s) using APA format BUT did not cite intellectual property as appropriate Incorrectly cited publication(s) using APA format BUT cited intellectual property as appropriate	Incorrectly cited publication(s) using APA format AND did not cite intellectual property as appropriate
▼**Further Research**	Identified whether or not there is a need for further research related to topic AND provided details regarding same	Identified whether or not there is a need for further research related to topic BUT did not provide details regarding same	Did not identify whether or not there is a need for further research related to topic
▼ **Presentation Component**	▼ Presentation includes all of the following components: - scholarly information related to topic - evidence of understanding of new material - proof of ability to conversate with peers regarding information	Presentation includes 3 or more of the following components: - scholarly information related to topic - evidence of understanding of new material - proof of ability to conversate with peers regarding information - professional attire and demeanor;	Presentation includes 2 or more of the following components: - scholarly information related to topic - evidence of understanding of new material - proof of ability to conversate with peers regarding information

- professional attire and demeanor; maintains time allotment - citation of intellectual property as appropriate	maintains time allotment - citation of intellectual property as appropriate	- professional attire and demeanor; maintains time allotment - citation of intellectual property as appropriate

Results

Student Learning Objectives Addressed

Learning objectives are based upon the ACRL document, Framework for Information Literacy for Higher Education, and specifically target the following frames:

1. Information has Value
2. Scholarship as Conversation

- Students utilized the Weinberg Memorial library in person or online in order to access literacy information available
- Students vocalized appreciation of the accessibility of literacy information
- Students demonstrated the ability to utilize search engines and data bases as well as refine searches
- Students were instructed on techniques to obtain scholarly publications using search techniques
- Students were educated on the differences between scholarly and non-scholarly publications and applied such knowledge when choosing their article
- Students demonstrated ability to distinguish between intellectual property and original ideas as well as correctly cite such intellectual property
- Discussion occurred during presentations and course work regarding the ethical and legal ramifications associated with the misuse of intellectual property as well as the relationship to academic integrity standards
- Students analyzed their chosen article and identified the need for future research
- Students engaged in scholarly conversation during each presentation as both presenter and attendee

Compliance Goal

Group scores ranged from 84% to 100% indicating the success of this project. The mean was 91.75% and the mode was 92%.

Future Plans

As a result of this project, I plan to continue this assignment in OT 256. I would also like to continue the information literacy session with a library staff member as available. Struggles were noted with correct citation of material as well as where to cite such, particularly in power point. I plan to work with another OT faculty member who also teaches the sophomore class to devise further instruction/training for the students regarding APA format.