

**Outcome Report for Informational Literacy Competencies for
OT 360: Occupational Therapy Practice I: Pediatrics**

**Julia M. Guzman, OTD, OTR/L
Faculty Specialist
Occupational Therapy**

Outcomes for Informational Literacy Competencies for

OT 360: Occupational Therapy Practice I: Pediatrics

December 1, 2015

To measure the outcomes of this project, I will use the *Information Literacy Competency Standards for Higher Education* of the *Association of College and Research Libraries* to assess the students' ability to gather, analyze, and use information and to measure the students' progress toward information literacy.

Standards, Performance Indicators, and Outcomes

I chose Standard Four as the most useful to measure the students' ability to complete an evidence based treatment plan, to conduct primary searches, to complete an article matrix and to research the developmental milestone achievement of infants and children.

Standard Four

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicators:

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

Outcomes Include:

- a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
 - Students effectively learned how to create an article matrix.
- b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
 - Students used information literacy skills to research developmental milestones and create a mini case study

- c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
 - Students used critical thinking and applied new and prior knowledge to create an evidence based treatment plan.
- d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context
 - After receiving training from Mrs. Bonnie Oldham, students expanded their thinking skills to complete assignments requiring them to become skilled users of information sources in many locations and formats, thereby increasing their responsibility for their own learning.

Prior to my participation in the Information Literacy Competency Project, students enrolled in OT 360: Occupational Therapy Practice I: Pediatrics were given a journal article and were required to summarize it. Students did not have an opportunity to conduct a primary search of peer reviewed journals to complete the article critique assignment.

In contrast, as a result of the Information Literacy instruction, students enrolled this semester in OT 360 conducted their own research and completed the attached article matrix entitled “Evidence Based Research Project” to critically appraise the literature on a given topic. Based on the depth of the students’ evidence based project and the grades that reflected their newly acquired skills, I consider this project a success.

My future plans for this project include to continue to collaborate with Mrs. Bonnie Oldham to design a pretest- post-test measure and to continue to develop additional learning activities to support the attainment of course objectives.

I am grateful for the guidance and assistance of Mrs. Oldham to facilitate the development of information literacy fluency in my students and for the support of the Information Literacy Stipend.

Evidence Based Project – OT 360

Author (s) Title of study/article Title of Journal Year Vol & Page numbers	Purpose	Research Design Identify research design as noted by the authors of the study.: Use * to indicate design identified by student	Research Focus & Interventions	Results	Conclusions & Methodology Issues	Level of Evidence & Grade Include Reference
Authors Case-Smith, Jane Title of Study Systematic Review of Interventions to Promote Social-Emotional Development in Young Children With or at Risk for Disability Title of Journal The American Journal of Occupational Therapy Year 2013 Volume 67	Purpose The purpose of this study was to comprehensively review the literature and research of the effectiveness of social-emotional development interventions in young children with or at risk for a disability (Case-Smith, 2013, p.	Research Design The research design included the systematic review of research literature. This included eleven systematic reviews, four were non-randomized two-group studies (Level II), three were nonrandomized one-group studies (Level III), five were single-	Focus The focus of the study contained five themes; touch-based interventions to enhance calming and parent-infant bonding, relationship-based interventions to promote positive caregiver-child interactions, joint attention interventions, naturalistic preschool interventions to promote peer-to-peer engagement, and instruction based-interventions	Results Results of the study portrayed the use of modeling and coaching to enhance a child's social competence (Case-Smith, 2013, p. 10). There are effective strategies to promote joint attention such as using positive affect (Case-Smith, 2013, p. 10). Small-group	Conclusions Some conclusions from this review include there being a range of interventions that occupational therapists can use to promote social-emotional development (Case-Smith, 2013, p. 10). The interventions promote bonding and positive parent-child interactions through coaching the parents to integrate touch-based interventions	Level Level I Grade Overall this article broke down the evaluation and assessment of the interventions extremely well. It was a comprehensive and concise report which helped with evaluating the research in the article. References Case-Smith, J. (2013).

<p>Pages 395-404</p>	<p>1).</p>	<p>subject studies (Level IV) (Case-Smith, 2013, p. 2-3).</p>	<p>to teach children appropriate social behaviors (Case-Smith, 2013, p. 3).</p> <p>Intervention Parents were coached to use strategies that promote positive interactions (Case-Smith, 2013). Interventions for preschool-age children included encouraging peer support, and applying behavioral techniques to develop higher-level social competence (Case-Smith, 2013).</p>	<p>activities and selecting certain toys can promote peer interactions by encouraging social participation (Case-Smith, 2013, p. 10).</p>	<p>into daily lives (Case-Smith, 2013, p. 10). Preschool aged children are able to develop social competence through peer-mediated strategies (Case-Smith, 2013, p. 10).</p> <p>Methodology The search terms used in the research were created by consultant to the AOTA Evidence-Based Practice Project to find pertinent articles and ensure the relevance of terms (Arbesman & Lieberman & Berlandstein, 2013, p. 391-92). AOTA identified studies by searching PubMed, CINAHL, PsycInfo, ERIC, Cochrane</p>	<p>Systematic review of interventions to promote social-emotional development in young children with or at risk for disability. American Journal of Occupational Therapy, 67, 395-404. Retrieved August 31, 2013, from http://ajot.aota.org/article.aspx?articleid=1851695</p> <p>Arbesman, M., Lieberman, D., & Berlandstein, D. R. (2013). Method for the Systematic Reviews on Occupational Therapy and Early Intervention and Early Childhood Services.</p>
----------------------	------------	---	---	---	--	---

					Database of Systematic Reviews, Campbell Collaboration and occupational therapy seeker (Case-Smith, 2013).	American Journal of Occupational Therapy, 67(4), 389-394. doi:10.5014/ajot.2013.007039
--	--	--	--	--	--	--

Author (s) Title of study/article Title of Journal Year Vol & Page numbers	Purpose	Research Design Identify research design as noted by the authors of the study.: Use * to indicate design identified by student	Research Focus & Interventions
<p>Authors: Anne E. Dickerson, Danielle Brown Meuel, Cyrus David Ridenour, Kristen Cooper</p> <p>Title: Assessment Tools Predicting Fitness to Drive in Older Adults: A Systematic Review</p> <p>Journal: American Journal of Occupational Therapy</p>	<p>The purpose of this article is to comprehensively review the literature and research documenting assessment and screening tools used by occupational therapists to help determine driving fitness in older adults in order to determine the effectiveness of the tools the studies researched (Dickerson, Meuel, Ridenour,</p>	<p>The authors of this systematic review selected 64 studies on tools used by occupational therapists to determine the fitness to drive of older adults through measurements of perception, vision, cognition, and physical ability of the clients (Dickerson et al. 2014, p. 670). The articles that were selected by the authors had to be written after the year 1990 and</p>	<p>This article's research focus is on the validity and reliability of assessments used by occupational therapists to determine the fitness to drive of older adults (Dickerson et al. 2014, p. 671). The systematic review looked at a variety of Level 1, Level II, and Level III studies (Dickerson et al. 2014, p. 671). The article also briefly touched upon the importance of assessing fitness to drive of all persons and in particular older adults, as restricting drivers who are not at risk would be counterproductive and even harmful to that individual (Dickerson et al. 2014, p. 671). That being said, it is also extremely important that occupational therapists utilize reliable and effective assessment tools to ensure the safety of their clients (Dickerson et al. 2014, p. 671).</p>

<p>Year: 2014</p> <p>Volume: 68</p> <p>Page Numbers: 670-680</p>	<p>& Cooper, 2014, p. 670).</p>	<p>contain relevant information to the question that was posed by the authors (Dickerson et al. 2014, p. 672). The authors reviewed all of the selected articles to determine their individual levels of evidence as well as to develop an evidence table to aid in the completion of the review (Dickerson et al. 2014, p. 672).</p>	<p>The review looked at a myriad of assessment tools and their success at accurately determining the fitness to drive of older adults (Dickerson et al. 2014, p. 672). These tools included evaluations that tested cognition, vision, physical and motor components, as well as other areas of assessment (Dickerson et al. 2014, p. 672).</p>
--	-------------------------------------	---	---

Results	Conclusions & Methodology Issues	Level of Evidence & Grade
<p>The results obtained from the systematic review showed that there is no clear evaluation technique that is guaranteed to reliably determine fitness to drive for</p>	<p>Overall, this review identified the overwhelming need for research within the field of occupational therapy. The review concluded that this is especially true in the case of assessments to determine the fitness to drive of older adults (Dickerson et al. 2014, p. 676). The review elaborates, “Although diverse tools are used to screen and evaluate driving, this review suggests that some tools have greater validity than others for</p>	<p>Include Reference</p> <p>Level of Evidence: 1</p> <p>Grade: I believe this study gives readers accurate and reliable information, with appropriate citations and conclusive data.</p> <p>Reference: Dickerson, A. E., Meuel, D. B., Ridenour, C. D., & Cooper, K.</p>

<p>every client (Dickerson et al. 2014, p. 673). Driving is a complex occupation, which lends to the difficulty in discovering a single evaluative technique that encompasses all aspects required in safe driving (Dickerson et al. 2014, p. 673). However, the systematic review did highlight initial evidence for identification of at-risk older drivers through the evaluation of their occupational performance in completing their IADLs (Dickerson et al. 2014, p. 673).</p>	<p>discrimination of skills and abilities needed for driving” (Dickerson et al. 2014, p. 676). The review also demonstrates the emerging evidence on the effectiveness of occupational therapists making recommendations for clients based on therapist observation of client occupational performance of complex IADLs (Dickerson et al. 2014, p. 677).</p> <p>The methodology issues the review encountered included how to best quantify and compare the data collected as the outcome measures varied (Dickerson et al. 2014, p. 676). This also brought to attention the fact that some of the outcome measures were rare (i.e. car crashes) and therefore can impact the results of studies (Dickerson et al. 2014, p. 676). The final issue the review encountered was the inaccuracy of small sample sizes and self reported driving cessations, which can be susceptible to bias (Dickerson et al. 2014, p. 676).</p>	<p>(2014). Assessment tools predicting fitness to drive in older adults: A systematic review. <i>American Journal of Occupational Therapy</i>, 68(6), 670–680. doi:10.5014/ajot.2014.011833</p>
---	--	---