

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

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Outcomes for Informational Literacy Competencies for

OT 360: Occupational Therapy Practice I: Pediatrics

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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.

Articulates knowledge and skills transferred from prior experiences to planning

- c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance.

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.

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	Purpose The purpose of this study was to comprehensively review the literature and research of the	Research Design The research design included the systematic review of research literature. This included eleven	Focus The focus of the study contained five themes; touch-based interventions to enhance calming and parent-infant bonding, relationship-based interventions	Results Results of the study portrayed the use of modeling and coaching to enhance a child's social competence (Case-Smith,	Conclusions Some conclusions from this review include there being a range of interventions that occupational therapists can use to promote	Level Level I Grade Overall this article broke down the evaluation and assessment of the interventions

<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</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>Systematic review of interventions to promote social-emotional development in young children with or at risk for disability. American Journal of Occupation</p>
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Year: 2014	& Cooper, 2014, p. 670).	contain relevant information to the question that was posed by the authors (Dickerson et al, 2014, 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
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every client
(Dickerson et al.

discrimination of skills and abilities needed
for driving” (Dickerson et al. 2014, p. 676).

(2014). Assessment tools
predicting fitness to drive in