

Developing occupational therapy students' information and historical literacy competencies: an interprofessional collaborative project

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APPENDIX B

Information and historical literacy learning objectives and instructional methods

| Learning objectives | Description of instructional methods |
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| Articulate how the research needed to answer a clinical question differs from the study of history. | Librarian and course instructor review the differences between historical inquiry and clinical research and provide concrete examples in a "show and tell" format. |
| Become familiar with the course-specific online research guide. | Librarian walks students through the content of the research guide using lab computers; instructor highlights key aspects. |
| Become familiar with the non-electronic library resources. | Librarian reviews course's extensive print reserves; instructor provides context relevant to students' foci. |
| Distinguish diverse historical research resources and their distinct content. | Librarian and course instructor highlight the unique characteristics and value of each resource. |
| Refine database search strategies to effectively access information from historical resources. | Librarian and course instructor give hints on effective search strategies to access historical works (e.g., use the language of a prior time period not today's "key words"). |
| Evaluate whether resources are primary, secondary, or tertiary. | Librarian provides guidelines for distinguishing primary, secondary, and tertiary historical works. |
| Understand how values impacted the founding of occupational therapy (OT) and its evolution and become familiar with seminal works. | Course instructor facilitates discussion about the relevance of values to OT's development, and students complete a "scavenger hunt" of the literature to find historical quotes about OT values from the 1910s to the 1960s. |
| Acquire mastery in the use of microfilm to access materials not available electronically or in print. | Librarian teaches students how to use the microfilm reader, and students practice searching journals on microfilm to obtain needed information. |
| Employ effective search strategies to obtain primary historical information from the course online research guide, print reserves, and microfilm. | Students use electronic, microfilm, and hands-on searches to find primary sources during a lab session, during which the librarian and course instructor are available for guidance. Ongoing support is provided by instructor and library staff. |
| Compose a coherent literature review, cogent historical analysis, and informed critique of capstone topic. | Assigned readings, active reflections, seminar discussions, and 1:1s promote critical inquiry and informed discourse. |
| | Historical literature review and reflective analysis capstone. |