Abstract
Have you ever wondered what methods are effective for teaching online students information literacy? Or have you pondered the ways the students like to communicate with the librarians? We surveyed students from the Quinnipiac University online occupational therapy doctorate program to find out what their preferences are for teaching and communicating. This poster session will discuss the students’ views toward different methods of learning, how the students seek information, and where they turn to for help.

Background
Quinnipiac University is a medium-sized private, coeducational, non-profit, secular institution granting undergraduate and graduate degrees. The Quinnipiac University Occupational Therapy Doctorate (OTD) is an online bridge program designed for registered occupational therapists who have a bachelor’s degree and want to earn their doctorate. The program has minor on-campus requirements allowing for minimal disruption to the student’s career. The OTD program targets occupational therapists who are working in the field. Additionally, the students in this program return to school after being out for a number of years. The librarians strive to inform the students about the library resources and services available to them and provide live webinars, recorded tutorials, and written instructions. However, there has not been an evaluation of what the student preferences are for learning modules and interacting with the library staff.

Objectives
The goal of this study is to identify research and communication preferences of students enrolled in the Occupational Therapy Doctorate (OTD) program at Quinnipiac University. The data gathered in the survey will be useful to the librarians when preparing classes and materials for the students on information literacy and library skills.

Methods
An anonymous questionnaire was distributed using a web-based survey tool to enrolled students in the OTD program. Students were emailed during the Fall of 2016. 29 students completed the survey.

Conclusions
Based on the results, most students reported that they would turn to the librarian for help, which is a testament to successful library outreach. More tutorials are now available and webinars are now being recorded and provided to the class. Most webinars continue to be presented during the evening hours and at the beginning of the semester because the data confirms the students’ preferences for that schedule.

Future
We have partnered with librarians at Rowan University and Philadelphia University who are also running the same survey with their occupational therapy students. We will combine our statistics for a greater pool of data from which we will be able to draw conclusions about learning and communication preferences among a broader representation of OT students.

References

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