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# The Editors' Perspective: A Successful First Year of the Journal of Occupational Therapy Education

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## **Keywords**

Peer review, authorship, publication

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# JOTE

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**The Editors' Perspective:  
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The *Journal of Occupational Therapy Education (JOTE)* has enjoyed a successful first year of publication. The inaugural issue was published in April 2017 to coincide with the Centennial for the occupational therapy profession, and we were excited to meet many of our authors and readers at the annual American Occupational Therapy Association Conference in Philadelphia. The second issue of *JOTE* was published in August 2017 and the third in December 2017. We were very pleased to launch the journal with three outstanding issues in Volume 1, and would like to take a moment to recap this foundational year.

### **Our Support**

We have been fortunate to work with an amazing Editorial Board over the past year including Anita W. Mitchell, PhD, OTR, FAOTA; Christine T. Myers, PhD, OTR/L; and Kathleen Matuska, PhD, OTR/L. Eastern Kentucky University librarians, Laura Edwards, Linda Sizemore, and Karen Gilbert, have also continued to provide instrumental support for the success of the journal along with the knowledgeable staff at Bepress, our online publisher. We are highly grateful to Eastern Kentucky University, especially the Department of Occupational Science and Occupational Therapy and the College of Health Sciences, for sanctioning this journal. These resources allow us to provide access to current, significant occupational therapy educational research and best educational practices at no cost to authors or readers.

### **Our Content**

*JOTE* has received more than 75 manuscript submissions since we launched last year, and 21 of these were published in the first volume. Thirteen published articles were categorized as Original Research, five were categorized as Educational Innovation, and

two were categorized as Theory. One additional article was an editorial to discuss the launch of the journal.

A review of *JOTE* article titles and abstracts in the first volume revealed a wide range of article topics. Authors focused on a variety of different types of learning, including service learning, team-based learning, experiential learning, and interprofessional education. Methods of instruction articles were also included, such as the examination of simulated case study, video instruction, and blended learning. Five articles related to different aspects of fieldwork experiences: development and implementation of a Level I fieldwork course, non-traditional Level I experiences, student readiness for Level II fieldwork, underperforming students, and an evidence-based, data driven model for fieldwork. Authors also examined a student-led special interest group and theory related to using standardized patients and simulated disability. Content spanned the spectrum of occupational therapy curricula, including occupational therapy assistants, pre-licensure, post-professional, and continued competence.

Behavioral attributes, population specific topics, clinical reasoning, and measuring outcomes were also topics explored in Volume 1. Articles about behavioral attributes ranged from a behavioral interview for preadmission selection of students to student grit, student belongingness and perceived competence, and challenging behaviors related to sensory processing. Population specific topics related to mental health, substance abuse, cultural competence, pediatrics, and hand injuries. Original research and educational innovation articles encompassed the development of critical and clinical reasoning skills, competency assessments, and the ability to measure outcomes which documented the preparation of occupational therapy students and occupational therapists as leaders in healthcare.

At the time of publication of this editorial, *JOTE* articles have been downloaded more than 3,400 times. These downloads have included international viewers from across the United States as well as more than 75 additional countries such as the United Kingdom, France, Australia, Brazil, the Philippines, Canada, Denmark, Germany, Japan, and Turkey. Readers from a variety of institutions such as educational, clinical, and government organizations have downloaded *JOTE* articles in its first year of publication including the National Institutes of Health (see our download map here: <https://encompass.eku.edu/jote/>). We are encouraged to see the interest in *JOTE* publications across the globe and anticipate more international submissions in the future.

### **Our Peer Reviewers**

*JOTE* would not exist without the strength of peer review. We are so grateful for our outstanding reviewers. To date we have relied on more than 75 peer reviewers for their expertise in content, research methodology, and writing. Many have reviewed papers through multiple iterations, and/or have completed multiple reviews throughout the year. We know that peer review can be time consuming, challenging, and sometimes even frustrating. Yet it can also be rewarding to see the evolution of a manuscript over time and to help authors improve their writing skills. Authors frequently thank their reviewers

for their constructive feedback, and many thanked the *JOTE* editors for helping them through the publication process. Peer review strengthens the rigor of occupational therapy educational research, which ultimately improves our profession.

### **Our Authors**

To all of the authors who have submitted manuscripts to *JOTE*: we thank you. When we started the journal, we wondered if there would be anyone willing to take the leap with us. It was a risk to trust your work with an unknown journal, and you took the gamble. With your continued support, as future authors, reviewers, and readers, *JOTE* will continue to grow.

We look forward to continuing the journal's mission in our second year of publication to disseminate open access, high quality, peer-reviewed research about teaching and learning as it relates to occupational therapy and occupational science. We hope you enjoy Volume 2!

### The Editors

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