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## Passing the Five-Year Mark: Reflections on Growth and Trends

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### Keywords

Growth, trends, reflection

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## The Editors' Perspective: Passing the Five-Year Mark: Reflections on Growth and Trends

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As the *Journal of Occupational Therapy Education (JOTE)* enters the sixth year of publication we are excited to reflect on how far the journal has come. We started *JOTE* with a mission to provide open access, high quality, peer-reviewed research related to occupational therapy education, to showcase best practice pedagogy, and ultimately impact the excellence of occupational therapy educational outcomes. There was a distinct need for occupational therapy faculty members to have a journal devoted to the scholarship of teaching and learning (SOTL) to disseminate their work in an accessible format to reach the broadest audience. Five years in, we have made good progress toward achieving these goals.

### ***JOTE* from 2017 to 2022**

In our first issue, which coincided with the American Occupational Therapy Association's Centennial celebration, we hoped to publish three to five articles. In actuality, we launched the journal with seven articles, one invited and six peer-reviewed. The editors will be eternally grateful for those early authors who took a risk on a new journal. In the first two years, we published three issues annually. Now, we publish quarterly, and each issue is jam-packed with approximately eighteen articles. Over the course of five years, 255 articles have been published in 20 issues, including this issue. The vast majority of articles have been original research, followed by educational innovations as the next most prevalent type of publication (see Table 1).

**Table 1***JOTE Publications from Volumes 1(1) to 6(1)*

<b>Publication Type</b>	<b>Total n (%)</b>
Editorials	6 (2.4%)
Original Research	192 (75.2%)
Educational Innovation	46 (18.0%)
Theory	7 (2.7%)
Educational and Instructional Technology	3 (1.2%)
Book Review	1 (0.4%)

Since our first issue in 2017, we have had over 90,000 downloads. There have been over 41,000 downloads in the past year alone. Downloads have increased by a factor of 42.5%. The following five articles have received the most downloads since the start of the *JOTE*:

1. Reiter, K., Helgeson, L., & Lee, S. C. (2018). Enhancing professionalism among OT students: The culture of professionalism. *Journal of Occupational Therapy Education*, 2 (3). <https://doi.org/10.26681/jote.2018.020308>  
3,280 downloads
2. Allen, D. D., & Toth-Cohen, S. (2019). Use of case studies to promote critical thinking in occupational therapy students. *Journal of Occupational Therapy Education*, 3 (3). <https://doi.org/10.26681/jote.2019.030309>  
2,565 downloads
3. Iliff, S. L., Tool, G., Bowyer, P., Parham, D., Fletcher, T. S., & Freysteinson, W. M. (2019). Occupational therapy student conceptions of self-reflection in Level II fieldwork. *Journal of Occupational Therapy Education*, 3 (1). <https://doi.org/10.26681/jote.2019.030105>  
2,067 downloads

4. Krusen, N. E., & Rollins, D. (2019). Design of an OSCE to assess clinical competence of occupational therapy students. *Journal of Occupational Therapy Education*, 3 (1). <https://doi.org/10.26681/jote.2019.030111>

2,007 downloads

5. Stamm, M., Francetic, K., Reilly, R., Tharp, A., Thompson, N., & Weidenhamer, R. (2021). Kinesthetic learners during the COVID-19 pandemic: Occupational therapy students' perspective on e-learning. *Journal of Occupational Therapy Education*, 5 (2). <https://doi.org/10.26681/jote.2021.050203>

1,883 downloads

### Trends

By far the most popular topic published in *JOTE* is fieldwork. Forty articles used the term fieldwork in the title, and many others included fieldwork as a primary focus of the research. Other popular topics include critical thinking and clinical reasoning, service learning, and student anxiety, coping, and wellness. Recently a focus on the transition to doctoral education and doctoral capstones has emerged, and scoping reviews have become more prevalent.

Multiple articles related to diversity, inclusion, and anti-racism have been published in the last several issues, exploring factors related to recruitment, admissions, trauma, and the student experience. As the demographics of the profession remain vastly white and female, it is imperative that occupational therapy programs have resources to effectively recruit a more diverse workforce; to provide anti-racist pedagogy; and to support students who may be facing inequity due to race, ethnicity, gender, or disability.

International submissions are an exciting trend for *JOTE*. Despite the global pandemic, we have managed to connect with many countries outside the United States. We have authors from countries such as Canada, the United Kingdom, Ireland, Norway, Australia, and Japan, and readers from across the globe including Greece, Ukraine, the Philippines, Singapore, and Thailand. We are pleased to have a global impact on occupational therapy education and believe it is essential to share resources and research to facilitate improved occupational therapy education on an international scale.

Last year, in response to the pandemic, *JOTE* sponsored its first special issue, focused on online and simulated learning (see <https://encompass.eku.edu/jote/vol5/iss2/>). This topic became essential as occupational therapy faculty transitioned to online learning during the pandemic and sought out evidence for best practice. We expect this trend will continue as hybrid teaching models are emerging in the aftermath of Covid online teaching. Additionally, simulated learning continues to trend since the shift in Accreditation Council for Occupational Therapy Education (ACOTE) 2018 standards to allow simulation for Level I experiences.

### **In This Issue**

You will see these trends and others reflected in this issue of *JOTE*, which features 16 original research articles, one theory paper, and one educational innovation. Four of the articles are related to fieldwork, including two studies comparing student perceptions of different modalities of Level I fieldwork and a pilot study examining the validity and reliability of an Objective Structured Clinical Examination (OSCE) used on Level II fieldwork. Another study reported student outcomes following a Level I fieldwork using simulation, and finally, one reported fieldwork educators' perceptions of student professionalism following participation in an online journal club. Simulation was a theme across several other studies, including a report on the perceptions of students following an online standardized patient simulation and the results of a national survey reporting barriers, challenges, and supports to using standardized patients and simulation.

Multiple articles focused on student well-being and the impact of COVID-19 on students and faculty. Student well-being and diversity also emerged through an article looking at international students' transitions to graduate school in the United States, and one that reported on the experiences of Black / African American students in OT programs. Internationalization arose in a study about the impact of an international doctoral capstone experience and in a description of a unique international cooperative online intercultural learning program by a consortium of six European universities. Knowledge and clinical reasoning are addressed in this issue via a cohort analysis of students' knowledge of aging and a study comparing service learning and case-based learning to ascertain the impact on clinical reasoning. This issue includes four articles focused on occupational therapy assistant (OTA) or intraprofessional learning, which is a trend we hope continues to expand.

### **Leadership**

The *JOTE* Editorial Board recently welcomed two new Board members: Nancy Krusen, PhD, OTR/L, Program Director and Associate Professor in the Division of Occupational Therapy Education at the University of Nebraska Medical Center, and Randy McCombie, PhD, OTR/L, Associate Professor Emeritus in the Division of Occupational Therapy at West Virginia University. Dr. Krusen is a well-published scholar with expertise in SOTL and serves as the United States regional Vice-President for the International Society for the Scholarship of Teaching and Learning. She has published multiple articles in *JOTE* and serves as a reviewer. Dr. McCombie has an extensive background in academics and taught and mentored OT students in research for over 30 years. He is a dedicated, prolific *JOTE* reviewer. These recent additions to the Board compliment the three *JOTE* founders, and other valued Board members: Anita Mitchell, PhD, OTR, FAOTA, Professor in the Department of Occupational Therapy at the University of Tennessee; Christine Myers, PhD, OTR/L, Clinical Associate Professor and OTD Program Director in the Department of Occupational Therapy at the University of Florida; and Cristina Reyes Smith, OTD, OTR/L, Assistant Professor in the Division of Occupational Therapy at the Medical University of South Carolina. We are planning to add additional members, and specifically seek an international Board member.

As we enter our sixth year of publication for the *Journal of Occupational Therapy Education*, we humbly express our gratitude to all our contributing authors and viewers. We are excited to continue providing articles that will educate and enrich our readers.

The Editors

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