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The Editors' Perspective: Evidence Informed Practice for Occupational Therapy Educators

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The Editors' Perspective: Evidence Informed Practice for Occupational Therapy Educators

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This is the start of the seventh year of publication for the *Journal of Occupational Therapy Education (JOTE)*. Our aim is to provide open access to occupational therapy academic and fieldwork educators to positively impact student learning. We strive to ensure publication of evidence informed pedagogical approaches in teaching occupational therapy and occupational therapy assistant students at all levels of education. Evidence informed practice (EIP) in education can be defined as fostering situations in which teaching practice is consciously informed by evidence derived from: (1) research produced by educational researchers; (2) educator expertise and judgement; and/or (3) routinely collected college, program, or course level data, such as student evaluations and teaching effectiveness evaluations (Malin et al., 2020; Nelson & Campbell, 2017). In addition to educational research, authors can submit theory, educational innovation, and educational technology articles to *JOTE*. *JOTE* authors and peer reviewers, who are primarily occupational therapy educators, are uniquely positioned to contribute to EIP in education. Their contributions of scholarship of teaching and learning advances not only education, but practice as well.

***JOTE* from 2017 to 2023**

What can occupational therapy educators do to shape the future of occupational therapy and health profession education? In many ways, the aims and scope of *JOTE* overlap with the revised American Occupational Therapy Association's Education Research Agenda (American Occupational Therapy Association, 2018). *JOTE* aspires to publish the latest high-quality research related to occupational therapy educational theory, pedagogy and andragogy, instructional methods, student characteristics and competencies, socialization into the profession, and promotion of diversity, inclusion,

and equity. Article submissions on a variety of topics are welcome including curriculum development, instructional design, teaching and learning methods, educational technology, student evaluation methods and outcomes, professionalism, critical thinking, service learning, interprofessional education, fieldwork, and continued professional development.

JOTE has published 288 total papers to date, prior to this issue. Our downloads have increased significantly in the past two years, with over 41,000 downloads in 2021 and over 47,000 downloads in 2022. There have been over 123,000 downloads since the journal began its publication.

Table 1

JOTE Publications from Volumes 1(1) to 6(4)

Publication Type	2017-2021	2022	Total N (%)
Editorials	5	1	6 (2.1%)
Original Research	160	54	214 (74.3%)
Educational Innovation	42	11	53 (18.4%)
Theory	7	4	11 (3.8%)
Educational and Instructional Technology	3	0	3 (1.0%)
Book Review	1	0	1 (0.3%)
Total	218	70	288 (*100%)

Note: *Denotes rounding.

Since 2017, the five articles who have received the most downloads from *JOTE* are:

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://encompass.eku.edu/jote/vol2/iss3/8/>

3788 downloads

2. 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://encompass.eku.edu/jote/vol5/iss2/3/>

3149 downloads

3. 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>

2980 downloads

4. 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>

2652 downloads

5. 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>

2366 downloads

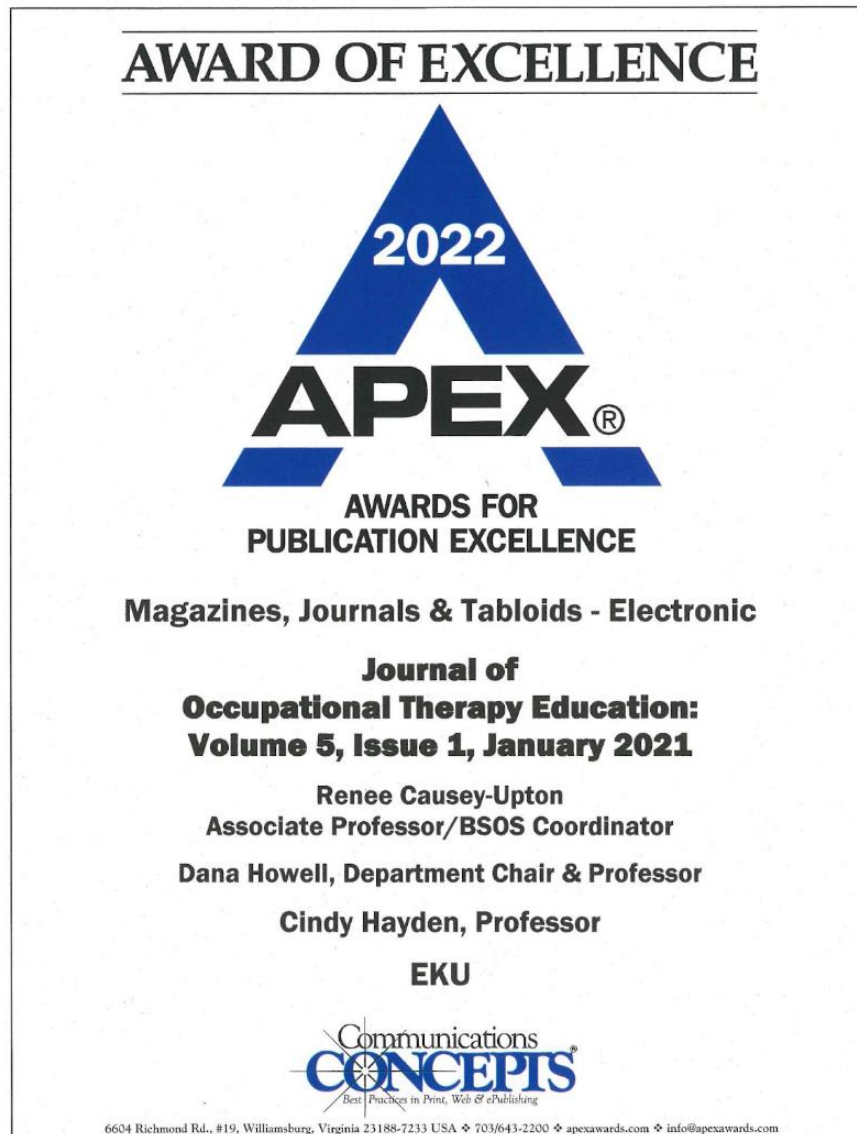
In addition, at least twenty articles have been retrieved from the *Journal of Occupational Therapy Education* over 1,000 times. In Volume 1, popular topics were the Philadelphia School of Occupational Therapy, instructional methods for clinical reasoning, and underperforming students. Volume 2 had high interest in articles related to the Social Change Model of Leadership, classroom instruction on cultural awareness, student feedback during Level II fieldwork experiences, and self-determination theory and professional reasoning. There were eight prominent articles in Volume 3, which included content about self-reflection, outcomes in entry level programs, assessing clinical competence, occupational therapy models, conflict management, emotional intelligence, use of case studies, and critical thinking. Volume 4 had five articles that were popular with occupational therapy educators where subjects varied from professional identity to student experiences with telehealth, the subject centered Integrative Learning Model, teaching and learning occupation, and occupational therapy in interprofessional education. Volume 5 included three topics that had high downloads, which were: stress, wellbeing, and coping; kinesthetic learners; and the Kawa Model. Volume 6 included one article with high selection that covered the diversity of occupational therapy students.

Award-Winning Issue

JOTE was the proud recipient of a 2022 APEX Award for Publication Excellence in the category of Electronic Magazines, Journals & Tabloids. APEX Awards recognize excellence in publication for publishers, editors and writers who publish in print, electronic and other formats; more information can be found at the following website: <https://apexawards.com/>. *JOTE* was honored with this award in 2022 for Volume 5, Issue 1 of the *Journal of Occupational Therapy Education*.

Figure 1

JOTE APEX Award



In This Issue

The current issue of *JOTE* includes 14 original research articles, 1 educational innovation, and this editorial. Topics ranged from cultural awareness to specific pedagogical strategies to support student outcomes. One article presented results from a large national survey study conducted by the Commission on Education (COE) of the American Occupational Therapy Association (AOTA) that explored students' perceptions of culturally aware educational content in occupational therapy programs. Several articles discussed research related to psychosocial factors such as mental health, metacognition, self-regulation and burnout among occupational therapy students. Another article examined the impact of auditory hallucination simulation on students' empathy.

Remaining articles in this issue focused on occupation-based practice, specific teaching and learning approaches, and preparation for fieldwork. One article explored students' understanding of occupation-based practice, and other manuscripts included specific teaching strategies: unfolding case study, flipped online classroom, and Anatomage® Table for learning anatomy content. Another study examined relationships between environmental factors of learning, study approaches and exam grades for occupational therapy students. Three articles were related to fieldwork in the form of: receiving feedback during pre-fieldwork simulation, fieldwork supervision through an on-campus occupational therapy clinic, and the impact of Level I Fieldwork type on students' perceived readiness for Level II Fieldwork. The final article reports outcomes from an OTD practice-scholar apprenticeship program for entry-level students.

We are excited to share this new volume and issue of *JOTE* with you. We are energized by the novel research that has been conducted by our contributing authors and we are so grateful to our authors, peer reviewers and readers for their continued support of *JOTE*.

The Editors

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