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Growth, Globalization, and Quality Peer Review for the Journal of Occupational Therapy Education

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JOTE

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**The Editors' Perspective:
Growth, Globalization, and Quality Peer Review for the
*Journal of Occupational Therapy Education***

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Review of JOTE to Date

The *Journal of Occupational Therapy Education (JOTE)* has begun its fourth year of publication with authors and readers spanning the globe. Volume 1 was published in 2017 and Volume 2 of the journal was published in 2018; both volumes included three issues each. In 2019, due to author and reader demand, we expanded to four issues per year. Also, in 2019, *JOTE* was added to the Directory of Open Access Journals (DOAJ), an online repository that indexes and provides access to peer-reviewed, open access journals of high quality (DOAJ, 2020).

Since the journal launch in April 2017 to coincide with the occupational therapy profession's centennial, *JOTE* has received more than 250 manuscript submissions, and published a total of 90 peer-reviewed articles as well as 3 editorials in Volume 1, 2, and 3 of the journal (see Table 1). Original research continues to be the main source of content. Research articles represent 70% (n=65) of *JOTE*'s publications to date, followed by educational innovations (n=21; 23%), theory (n=3; 3%), editorials (n=3; 3%), and educational and instructional technology (n=1; 1%). Editorials from Volume 2 and Volume 3 reviewed publications from the first two years of *JOTE* articles in detail. An overview of the journal to date as well as an itemized review of Volume 3 follows in this editorial.

Table 1

JOTE Publications from Volume 1, 2, and 3

Publication Type	Frequency			Total
	Volume 1	Volume 2	Volume 3	
Original Research	13	18	34	65
Educational Innovation	5	6	10	21
Theory	2	1	0	3
Educational and Instructional Technology	0	0	1	1
Editorial	1	1	1	3
Total	21	26	46	93

At the time of this publication, *JOTE* articles have been downloaded more than 20,000 times. Most readers are associated with educational institutions, commercial settings, various healthcare and other organizations, followed by a variety of institution types (see Table 2). Readers from 134 countries have viewed *JOTE* articles, with the most frequent readers being located in the United States, United Kingdom, Australia, Canada, the Philippines, Singapore, Germany, India, South Africa, and France. *JOTE* has also had numerous international submissions such as from Norway, Australia, Singapore, Hong Kong, Cyprus, Ireland, Canada, and the United Kingdom.

Table 2

JOTE Readers by Institution Type

Institution	Percent
Education	77
Commercial	12
Organization	5
Government	2
Military	<1
Library	<1
Total	100

Research articles in the first issue of Volume 3 covered concepts of caring, self-reflection of professional growth and on Level II Fieldwork, peer supervision competencies, factors predicting fieldwork performance, the OT doctoral experience, and preparing students to promote health in individuals with disabilities. In the second issue, original research involved critical thinking, use of 3D anatomy software, perceptions of low income, competency in communication with people with aphasia, comparison of a hybrid and traditional theory course, peer supervision in a student-run clinic, a study of a seminar on cancer-related cognitive impairments, and OT models. Research articles in the third issue of Volume 3 examined student perspectives on the immediate feedback assessment, perceptions of assessment, understanding of service learning, and cultural responsiveness. Additional articles addressed students' emotional intelligence, hybrid learning of safe patient handling, instructor-made skills videos for learning kinesiology, collaborative learning in Fieldwork Level I, use of case studies to promote critical thinking, enhancing interprofessional education, and the measurement properties of the Short ASSIST Scales. Volume 3, Issue 4 included student metacognition, instructor-produced videos to teach visual screening skills, using case-based learning to facilitate clinical reasoning, metacurriculum, beliefs about knowledge and knowing, anti-fat bias, and accommodating students with disabilities on fieldwork.

Educational Innovations from all four issues of Volume 3 included OT and PT students promoting healthy lifestyles with individuals with disabilities, designing an instrument to assess clinical competence, teaching conflict management through drama, improving students' knowledge of emotional intelligence skills through online modules, health literacy in student created home programs, international cultural learning, theory guiding service learning, evidence-based technology interventions with older adults, and improving goniometry accuracy using simulation. The first educational and instructional technology article was published in Volume 3, Issue 2 and concerned using technology to learn practical skills.

In This Issue

This current issue of *JOTE* features 12 original research articles spanning a variety of content areas, education levels, and countries. Educational levels included undergraduate, Master's level, and both entry-level and post-professional doctoral education. Students in occupational therapy programs along with physical therapy and physician assistant programs were included as well. One research study involved a population of occupational therapy students from Norway while another involved students from an occupational therapy program in Australia. A third study included occupational therapy student populations from Australia, Norway, Hong Kong, and Singapore. The remaining studies were conducted in the United States. Table 3 provides an overview of content included in this issue of *JOTE*.

Table 3

Content Areas for JOTE Volume 4, Issue 1

- Professional identity of Australian occupational therapy students
- Cultural competence and the long-term impact of international service learning for occupational therapy doctoral students
- The development of self-efficacy for therapeutic use of self in undergraduate occupational therapy students
- Perceptions of research among occupational therapy doctoral students
- Interprofessional education curriculum to support collaborative competencies
- Doctoral occupational therapy students' perceptions of objective structured clinical examinations
- Sleep health of graduate occupational therapy students
- Perceptions of leadership practices among occupational therapy doctoral students during the doctoral capstone experience
- Knowledge beliefs and critical thinking among graduate occupational therapy students
- Incivility experienced by occupational therapy students during Level II Fieldwork
- Psychometric properties of the Conceptions of Learning and Preferences for Teaching measures in American graduate occupational therapy students
- Academic grades and study approaches for undergraduate occupational therapy students

Quality Peer Review

JOTE continues to grow, through excellent manuscript submissions and an expanded list of dedicated subscribers. To uphold the rigor and quality of the journal, we rely on a cadre of dedicated peer reviewers. Our peer reviewers include academicians and clinicians; experienced and novice writers; and experts in pedagogy, research methods, curriculum design, and the scholarship of teaching and learning (SOTL). What all peer reviewers have in common is a desire to serve the profession, because the end result of peer review is an increase in the evidence base supporting occupational therapy education and practice.

Participation in peer review is a service that also results in growth for the reviewer. The process of reviewing research papers exposes new faculty to the most current educational research (Pytynia, 2017), which can improve teaching skills. Critiquing the writing of others through peer review can help improve writing skills (Caffarella & Barnett, 2000) and help new academicians better understand the publication process. Performing reviews can also support the promotion and tenure process by providing evidence of content expertise (Pytynia, 2017).

At *JOTE*, each manuscript submitted is reviewed by at least one member of the Editorial Board to determine if it aligns with the mission, aims and scope of the journal. Manuscripts may be rejected at this point, or returned to the author with suggestions for revision to resubmit. Manuscripts approved for further consideration undergo an anonymous review by two to three reviewers. Editors assign peer reviewers who have

expertise in the article's content and/ or methods. Peer reviewers are asked to carefully consider if the article makes a significant contribution to the occupational therapy education or occupational science education literature; if the background and need for the paper are grounded in the literature; if the methods are sound and clearly described; and if the results are timely and useful for advancing occupational therapy education. Reviewers also make note of grammatical, clarity, or readability concerns and are encouraged to give specific, constructive, and critical feedback to help the author to improve the paper. Authors may download a copy of the *JOTE* peer reviewer form at <https://encompass.eku.edu/jote/policies.html>. Using the form as a checklist prior to submission is a good way for authors to determine if the article is ready for peer review.

When all peer reviews are completed for an article, they are appraised by a member of the Editorial Board who makes a decision about the disposition of the paper: accepted, accepted with minor changes, major revisions required, or rejected. Authors are emailed access to the reviews regardless of disposition. The vast majority of articles require major revisions, and are returned to the original peer reviewers for a second round of appraisal. The review/ revision cycle continues until the paper is published in *JOTE*.

For those interested in becoming a peer reviewer, email a curriculum vitae to jote@eku.edu, along with a description of the key areas and methods you feel qualified to critique. This helps the editorial team to accurately assign articles for review. Peer review is essential to our continued success and we are happy to assist those new to the review process. For instance, new reviewers may email their completed review form to *JOTE* to determine if they have provided enough depth in the critique. New reviewers may also ask for a completed review to use as an example. Also, peer reviewers always have the option to accept or decline an invitation to review, and should decline if there are concerns that the review is out of their area of expertise or cannot be completed in time. Good communication between the peer reviewers and editorial board is key. Peer review is a process that benefits the authors, the reviewers, the journal, and the profession as a whole. We thank those who review for *JOTE* and all occupational therapy journals, and encourage others to get involved.

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