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State of the Journal: Clarifying OJOT Categories

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State of the Journal: Clarifying OJOT Categories

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Welcome to the 33rd issue of the *Open Journal of Occupational Therapy* (OJOT)! As we begin 2021, the OJOT editors would first like to acknowledge that 2020, by all accounts, was a rough year around the globe, and we are hopeful that 2021 will bring an end to the pandemic that has affected the health and well-being of so many people and profoundly impacted the delivery of occupational therapy services. We are proud of the many occupational therapists who have worked diligently during this time to provide assistance in intensive care units as frontline health care workers and who continue to provide regular occupational therapy services to those in need. They have risked their own health and well-being and demonstrated bravery and stewardship for the profession in the face of a global pandemic.

Accomplishments and Milestones

As we move into the new year, I would like to highlight the OJOT accomplishments of the past year, provide clarity on a common inquiry regarding categories of publication, and discuss our future plans. In August, we reached another milestone with 500,000 full-text downloads. The daily average of full-text downloads continues to climb, and in a few months we have reached over 550,000. The international readership of OJOT has continued to expand to 204 countries, reaching almost every country on the globe.

This year, we published a special issue on the topic of occupational therapy doctorate (OTD) capstones by guest editors Drs. Rondalyn Whitney and Guy McCormack. In that special issue, we featured Applied Research and Guidelines for Practice that were the outcome of capstones from OTD students from several different universities. In addition, we published Topics in Education that discussed fieldwork and capstone experiences and an Opinions in the Profession article in which Drs. Paula Kramer, Karen Jacobs, Anne Cronin, and Varleisha Gibbs provided their insights about OTD capstone barriers, benefits, and future contribution to the profession of occupational therapy.

OJOT Categories

One of the most common inquiries that I get as the Editor-in-Chief of OJOT is about the categories of submission; therefore, I would like to discuss the categories and provide clarification for each one. OJOT publishes five categories of submission plus special sections on topics that are current events (e.g., COVID-19) or planned topics of interest (e.g., primary care).

The manuscripts that have been published in OJOT to date are presented in Figure 1. Applied Research has been the most common category of articles published, representing 180 of the 329 (55%) published articles. The next most common categories of articles that have been published in OJOT are Topics in Education with 92 (28%), Opinions in the Profession with 31 (9%), Guidelines for Practice and Technological Guidelines with 15 (5%), and one Letter to the Editor. There have been 10 articles that have been published exclusively as special section articles, representing 3% of the publications thus far.

Figure 1*Current Publications by Category*

Note. 1: Applied Research, 2: Guidelines for Practice and Technological Guidelines, 3: Topics in Education, 4: Opinions in the Profession, 5: Letters to the Editor, and 6: Special Sections.

The following is a brief summary and examples of the types of manuscripts that are included in each category of submission. The intent of these descriptions is to help guide authors as they write scholarly work and to assist with the decision for submission category.

Applied Research

Manuscripts submitted to the Applied Research category should report research findings in areas that are relevant to occupational therapy practice, including occupational therapy service delivery (i.e., assessment, intervention, and outcome); professional issues, such as clinical administration and management; or foundational issues, such as human development, sociocultural, or diversity factors. The methods used to answer the research questions can be quantitative, qualitative, or mixed. Some examples published in this issue are “Content Validity of the Occupational Therapy Anticipatory Awareness Test: A Functional Cognitive Assessment for Adults with Neurological Conditions,” by Mahony et al. (2021), that examines an assessment that can enhance occupational therapy service delivery; “Perspectives on the Professional Communication Profile and Needs of Emerging Occupational Therapists of the Millennial Generation: A Comparison Study,” by Whitney et al. (2021), that examines a professional issue related to supervision; and “Social Participation in College Students with Chronic Pain,” by McCarthy et al. (2021), that addresses a sociocultural foundational issue. Each of these articles presents research findings, including a background, method, results, discussion, and conclusion.

Guidelines for Practice and Technological Guidelines

Manuscripts submitted in this category should present guidelines for carrying out assessment and intervention for specific clinical problems that are in the occupational therapy domain of concern. Guidelines for Practice should include a theoretical base that outlines the problem and describes how the problem changes, directions for assessing the problem, and guidance for how to provide intervention to address the problem. These manuscripts should discuss guidelines for problem identification and amelioration based on the most current and valid theoretical information. Technological Guidelines should provide directions for the fabrication of technological products, unique uses for current technology to address a clinical problem, or technology-based programs for assessment and intervention of clinical problems. This issue does not include any articles in this category, but past examples include “iCan-Play: A Practice Guideline for Assessment and Intervention of Play for Children with Severe Multiple Disabilities,” by Hui and Dimitropoulou (2020), and “Evidence Considerations for Mobile Devices in the

Occupational Therapy Process,” by Erickson (2015), which is a Technological Guideline. We look forward to an increasing number of submissions in this category.

Topics in Education

Manuscripts submitted to the Topics in Education category should include research and discussion of issues that are important for the education of occupational therapists. The topics of these manuscripts may examine general curricular, specific course, or fieldwork issues. In this issue the article “Bridging the Gap: Three Strategies to Optimize Professional Relationships with Generation Y and Z,” by DeJuliis and Saylor (2021), helps to illustrate the difference between an article published in the Applied Research category and one that is published in the Topics in Education category. Although DeJuliis and Saylor are addressing the same topic of generational differences as the aforementioned article by Whitney et al. (2021), this manuscript is published in the Topics in Education category because the research examines how to prepare occupational therapy students who are from millennial and Generation Z cohorts to be successful as they enter the workforce.

Opinions in the Profession

Manuscripts submitted to the Opinions in the Profession category should present a relevant discussion of an issue that is important to the profession of occupational therapy. The discussion should be supported by a succinct review of the literature or methods of research that demonstrate the problem being discussed and the potential solution. A professional presentation of the opinion should lead to a productive suggestion of implications for the future of the profession. Some articles in this category have focused on the need for occupational therapy involvement in specific areas of practice, such as the article “Toward a Defined Role for Occupational Therapy in Foster Care Transition Programming,” by Armstrong-Heimsoth et al. (2020), or “Occupational Therapy Practice with Adults with Intellectual Disability: What More Can We Do?,” by Johnson et al. (2019). Other articles address more broad scholarly opinions, such as Hinojosa’s “How Society’s Philosophy Has Shaped Occupational Therapy Practice for the Past 100 Years” (2017) or Hemphill’s “Social Justice as a Moral Imperative” (2015).

Letters to the Editor

Letters to the Editor should present a brief, professional response to an article or group of articles or to topics that have been published in OJOT. These submissions may agree, disagree, or elaborate on the articles or topics to which the letter is responding. These submissions should maintain a professional tone and offer evidence to support the main points of the letter. OJOT has published one letter to the editor titled “More Tips for Making an Editor Happy” (Andersen, 2015). I encourage more of these submissions to promote OJOT as an avenue for scholarly discussions and the exchanges of ideas.

Future Plans

The OJOT editors plan to continue to publish articles in each of the aforementioned categories. In the next 2 years, we plan to feature two special issues of OJOT. The 2021 special issue will feature articles that focus on early intervention in any category. Submissions that present quality research and discussion of family-centered best practices in early intervention are now being accepted. Manuscripts that highlight the importance of effective early intervention practices for optimal family engagement, infant mental health, and the education of future occupational therapists are of special interest to the guest editor Beth Elenko, PhD, OTR/L, BCP, CLA, from the New York Institute of Technology (see Appendix A).

We have also determined our special issue for 2022 and encourage authors and researchers to begin work on submissions that focus on psychosocial assessment and intervention in occupational therapy. Clinical case reports that highlight the implementation of psychosocial assessment and intervention that

supports occupational performance in meaningful occupations across settings, populations, and conditions are of special interest to the guest editors Bryan M. Gee, PhD, OTD, OTR/L, BCP, CLA, from Rocky Mountain University of Health Professions, and Sonia S. Zimmerman, PhD, OTR/L, FAOTA, from the University of North Dakota (see Appendix B).

Conclusion

Manuscript submissions in each of these categories continue to interest and excite the OJOT editorial board. The collective narrative that is generated through these interwoven threads formulates ideas that help carry the profession of occupational therapy forward in clinical practice and education. As this year has taught us with the global pandemic, we are all interconnected. OJOT steadfastly continues to be an open-access publication that allows the many voices in the profession to be heard and exchanged around the globe.

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Appendix A

Call for Papers

Special Issue: Early Intervention

Available at: https://scholarworks.wmich.edu/ojot/call_for_papers_eI.pdf

The Open Journal of Occupational Therapy

OJOT.org

Call For Papers: Early Intervention

Guest Editor:
Beth Elenko,
PhD, OTR/L,
BCP, CLA

**Manuscript
Deadline:**
January 31, 2021

**Submit manu-
scripts at:**
www.OJOT.org

**Questions?
Email:**
ot-ojot@wmich.edu

WESTERN MICHIGAN UNIVERSITY
College of Health and Human Services
Department of
Occupational Therapy

Call For Papers Special Issue: Early Intervention

OJOT announces a Call for Papers for a special issue on Early Intervention. This special issue welcomes quality research and discussion on family centered best practices in early intervention. Of particular interest to the journal are contributions that highlight the importance of effective early intervention practices for optimal family engagement, infant mental health and education of future professionals to work in this specialized area.

Goals:

- Disseminate knowledge related to the occupational therapist's diverse roles in early intervention practice while promoting health equity and access in their work building family partnerships.
- Stimulate dialogue about the unique opportunities and challenges of early intervention and family centered best practices for therapists, stakeholders and families to achieve the mission and goals of Part C of IDEA services.
- Expand awareness of evidence-based best practice strategies for occupational therapy in early intervention to facilitate optimal family engagement and outcomes.
- Facilitate conversations and sharing of best practices to enhance successful interprofessional education strategies within graduate curricula that prepare students to work effectively in early intervention.

Guest Editor:

Beth Elenko, PhD, OTR/L, BCP, CLA - *New York Institute of Technology*

Submit manuscripts to www.OJOT.org

-indicate that the manuscript is being submitted for this special issue-

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Appendix B

Call for Papers

Special Issue: Psychosocial Assessment and Intervention in Occupational Therapy

Available at: https://scholarworks.wmich.edu/ojot/call_for_papers_psychosocial.pdf

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Guest Editors:

Bryan M. Gee, PhD,
OTD, OTR/L, BCP,
CLA – Rocky Mountain
University of Health Professions
-and-

Sonia S. Zimmerman, PhD, OTR/L,
FAOTA – University
of North Dakota

Manuscript Deadline:

January 31, 2022

Submit manuscripts at:

www.OJOT.org

Questions?

Email:

ot-ojot@wmich.edu

WESTERN MICHIGAN UNIVERSITY
College of Health and Human Services
Department of
Occupational Therapy

Call For Papers — Special Issue: Psychosocial Assessment and Intervention in Occupational Therapy

OJOT announces a Call for Papers (case reports) for a special issue on the use of psychosocial assessment and intervention in occupational therapy clinical practice. This special issue is of particular interest to the journal related to clinical case reports* that highlight the implementation of psychosocial assessment and intervention that supports occupational performance in meaningful occupations across settings, populations, and conditions.

Goals

- Assist occupational therapy professionals to better understand the assessment and intervention process designed to enhance participation in meaningful occupations for patients/clients with mental health challenges as a result of varying conditions including physical dysfunction.
- Facilitate a discussion of how occupational therapy professionals can imbed psychosocial assessments and interventions as part of their routine care plans with a variety of populations in diverse settings.
- Disseminate knowledge related to the occupational therapist's diverse roles in the application of psychosocially focused interventions as part of routine practice.
- Highlight the value of imbedding psychosocial assessments and interventions across the lifespan in diverse settings.
- Disseminate knowledge and direct occupational therapists toward current literature and evidence in support of psychosocially focused interventions as part of routine practice.

**All submissions should adhere to the CARE Case Reports Guidelines (<https://www.care-statement.org>)*

Submit manuscripts to www.OJOT.org

-indicate that the manuscript is being submitted for this special issue-

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