

The International Journal of Occupational Therapy Education (IJOTE): A need for an international peer-reviewed forum to report our academic evidence base and share practice education innovations

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Introduction: The 2014 WFOT Congress included over 150 wide-ranging, high-quality papers specifically about entry-level occupational therapy education, which highlights a wealth of experience and diversity of approaches in curriculum design and practice education provision. Conference proceedings indicate that there is scholarship undertaken in occupational therapy education. However, outside the conference context, there currently is no peer-reviewed publication dedicated to the scholarship of occupational therapy learning and teaching (SoOTLT).

Objective: To identify current outlets for the reporting of occupational therapy education research and scholarship and to propose the need for a refereed journal dedicated to SoOTLT.

Method: A review of conference programmes and academic journals was performed to identify outputs relating to occupational therapy education.

Results: The key finding is that there is currently no consistent, peer-reviewed and professionally published outlet for occupational therapy education research. A sizeable discrepancy was found between the number of conference abstracts about occupational therapy education and the number of corresponding journal articles. A review of mainstream higher education journals highlighted that many prefer research about general issues related to curriculum and student experiences and a number of other health disciplines already have one or more refereed journals dedicated to education in that profession.

Conclusion: The lack of an outlet for publishing manuscripts on SoOTLT demonstrates a clear need for an international journal that is professionally published, informs and shares knowledge and innovations. The work undertaken by the authors to date to establish such a journal will be reported.