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From the Editors

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From the Editors

Welcome to the inaugural issue of the *Student Journal of Occupational Therapy (SJOT)*. We the editors are pleased to have the opportunity to share with you all a part of our journey to launch this first issue.

The primary mission of *SJOT* from its inception was to promote skill development and student participation in the research publication process. To ensure a high-quality platform for students to publish their work, our editors completed training in peer-review, open-access publication, publication ethics and other critical scholarly communications topics. This training helped lay the foundation for journal policies and shed a light on what creating an academic journal entails. With the recent rise in “predatory publications” *SJOT* wanted to ensure we had the knowledge to create a safe and ethical publication platform for not only our authors, but our readers as well.

In order to promote skills at all levels of publication, *SJOT* is entirely student-led, meaning we not only publish research by students, but our editors and peer-reviewers are also students. All manuscripts we receive are developed by students from occupational therapy programs around the country. Our student peer-reviewers read and evaluate submitted manuscripts alongside experts in the field. Student reviewers must come highly recommended from faculty in occupational therapy, and they must complete standardized training through the [Publons Academy](#) to

ensure that submitting authors receive quality feedback.

Finally, as a team we place strong emphasis on supporting ethical open-access to our publications and on meeting the rigorous standard of double-blind peer-review. This helps to ensure our publications meet the highest ethical and scientific standards. All publications are registered with [Creative Commons](#) licensure, meaning our authors retain important rights to re-use their work, while also sharing their work widely and allowing readers to access their research without cost-barriers.

We thank you for your interest in our journal. Your active involvement in reading and contributing to the research we publish supports this journal and its mission to engage student researchers while contributing to research and understanding within the field of occupational therapy.

Sincerely,
Natasha Menard, OTS & Kelsie Fournier, OTS
Founding Editors
Student Journal of Occupational Therapy



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