



10-1-2014

## Introducing Breakouts

Diane Powers Dirette  
Western Michigan University, [ot-ojot@wmich.edu](mailto:ot-ojot@wmich.edu)

Follow this and additional works at: <https://scholarworks.wmich.edu/ojot>

 Part of the [Occupational Therapy Commons](#)

### Recommended Citation

Dirette, D. P. (2014) "Introducing Breakouts," *The Open Journal of Occupational Therapy*: Vol. 2: Iss. 4, Article 1. Available at: <https://doi.org/10.15453/2168-6408.1144>

This document has been accepted for inclusion in *The Open Journal of Occupational Therapy* by the editors. Free, open access is provided by ScholarWorks at WMU. For more information, please contact [wmu-scholarworks@wmich.edu](mailto:wmu-scholarworks@wmich.edu).

---

# Introducing Breakouts

**Keywords**

interviews, CEUs, online learning, MedBridge

**Credentials Display**

Diane Powers Durette, Ph.D., OTL

Copyright transfer agreements are not obtained by The Open Journal of Occupational Therapy (OJOT). Reprint permission for this Letter from the Editor should be obtained from the corresponding author(s). [Click here to view our open access statement regarding user rights and distribution of this Letter from the Editor.](#)

DOI: 10.15453/2168-6408.1144

*The Open Journal of Occupational Therapy* (OJOT) is proud to announce our new, collaborative effort to bring practitioners innovative learning opportunities. As occupational therapists, we have been aware for many years of differing learning styles and preferences. We know that the people with whom we work, both clients and caregivers, differ in their modes of learning. While some prefer to learn from pamphlets and articles, others like verbal lessons and visual aids (Garity, 1997).

These differing learning styles apply not only to the people we serve, but also to ourselves, as practitioners, faculty and students who continually seek to enhance our knowledge with the latest evidence. In general, occupational therapists have learning styles that are more active-reflective and have a preference for experiential learning (Jamison & Dirette, 2004; Lysack, McNevin, & Dunleavy, 2001; Stafford, 1986). Occupational therapists learn better when we experience a personal connection to the materials. With this in mind, OJOT has collaborated on this innovative endeavor to provide context and elaboration that will enhance learning through a face-to-face format that appeals to the typical occupational therapy learning style and preference.

Publishing OJOT online affords us the unique opportunity to provide innovative learning connections. In addition to colored graphs, linked video demonstrations of assessments and treatments, and our featured sponsor and artist profiles, we are now able to offer OJOT readers the opportunity to earn Continuing Education Units (CEUs) through Breakouts. Breakouts are evidence-based video interviews in which authors

elaborate on the process and content of the information in their publications. These interviews give the reader an opportunity for short, evidence-based discussions on hot topics in occupational therapy by leading researchers. Authors will provide elaboration that will enhance the reader's understanding of research and improve clinical skills. Each Breakout is approximately 30 min and earns CEUs for the reader. With this addition, readers of OJOT will be able to get credit for the useful information they learn from the journal.

### **MedBridge**

Breakouts, which have been developed in collaboration with MedBridge, are offered through a link on the OJOT homepage and at [medbridgeeducation.com](http://medbridgeeducation.com). In addition to the OJOT Breakouts, MedBridge offers many online learning opportunities. Founded in 2010, MedBridge is an American Occupational Therapy Association approved continuing education provider with over 100 online courses in their library. They continually add to their library with at least five new courses per month. Most of the courses focus on adult physical rehabilitation, but there are plans to expand the courses to include a focus on pediatrics.

MedBridge also provides a holistic platform that includes a 3-D model library, clinical reference tools, a library of video-based functional assessments, and a patient education platform. The patient education platform is continually tailored to meet the needs of both occupational therapy and physical therapy clients. The online multi-media platform is designed to enhance client outcomes by increasing overall adherence to prescribed

rehabilitation programs through effective and easy-to-use educational programs.

**In this issue**

We hope that you find the Breakouts helpful and we welcome your feedback. The Breakouts available now include an interview with [Dr. Katherine Lawson](#) about her [article](#) on the fear of falling in older adults (Lawson & Gonzalez, 2014) and an interview with [Dr. Mylene Schriener](#) about her [article](#) on upper extremity rehabilitation after

stroke (Schriener, Thome, & Carrier, 2014). In October, a Breakout will be launched featuring an interview with Laura VanPuymbrouck about her article on promoting goal ownership (VanPuymbrouck, 2014).

Each issue will have new Breakouts that provide new learning opportunities. The previous interviews will be cataloged at OJOT.org and also will be available at <http://ojot.medbridgeeducation.com>.

## References

- Garity, J. (1997). Stress, learning style, resilience factors, and ways of coping in Alzheimer family caregivers. *American Journal of Alzheimer's Disease and Other Dementias*, 12(4), 171-178. <http://dx.doi.org/10.1177/153331759701200405>
- Jamison, P. W., & Dirette, D. K. (2004). Personality type in occupational therapy students: Implications for teaching and learning strategies. *Occupational Therapy in Health Care*, 18(1/2), 83-98. [http://dx.doi.org/10.1080/j003v18n01\\_09](http://dx.doi.org/10.1080/j003v18n01_09)
- Lawson, K., & Gonzalez, C. (2014). The impact of fear of falling on functional independence among older adults receiving home health services. *Open Journal of Occupational Therapy*, 2(3).
- Lysack, C., McNevin, N., & Dunleavy, K. (2001). Job choice and personality: A profile of Michigan occupational and physical therapists. *Journal of Allied Health*, 30(20), 75-82.
- Stafford, E. M. (1986). Relationship between occupational therapy student learning styles and clinic performance. *American Journal of Occupational Therapy*, 40(1), 34-39. <http://dx.doi.org/10.5014/ajot.40.1.34>
- VanPuymbrouck, L. H. (2014). Promoting client goal ownership in a clinical setting. *Open Journal of Occupational Therapy*, 2(2).