# Expanding TalkBank Educational Resources: A Thematic Analysis to Inform Creation of DementiaBank Grand Rounds



Faith Stagge, Allyson Lindsay Johnson & Alyssa M. Lanzi University of Delaware

#### Introduction

- The TalkBank system is an open-ended online database of methods, data, and tools for analyzing discourse-level language data (MacWhinney, 2007).
- TalkBank resources also include *Grand Rounds*, which are online educational modules for student learning that include curated patient cases with illustrative text and videos to facilitate a discussion about symptom assessment, diagnosis, and treatment (MacWhinney & Fromm, 2022).
- Current Grand Rounds resources exist for traumatic brain injury (TBIBank), right hemisphere disorder (RHDBank) and aphasia (AphasiaBank).
- The purpose of this study was to collect data to inform the creation of DementiaBank Grand Rounds, a resource to provide education about cognitive aging with an emphasis on cognitive and linguistic characteristics of older adults from neurotypical to dementia.

This study was guided by two research questions:

- 1) What components of the design or format of existing Grand Rounds facilitate or hinder learning?
- 2) What are educators' needs for implementing DementiaBank Grand Rounds with their students?

#### Methods

#### **Participants**

- Academic faculty and/or clinical educators with at least two years of experience teaching content or providing clinical education related to cognitive-communication disorders from mild cognitive impairment (MCI) or dementia due to Alzheimer's disease (AD) were included
- Participants were primarily White (94%), Non-Hispanic (94%) and identified as women (94%)
- Participants held a master's degree (31%) or a PhD (69%)
- Roles held in academia varied from assistant professors, professors, clinic or program directors, and clinical supervisors

#### **Procedures**

- Five different 1.5-hour focus groups were conducted via Zoom, led by a clinical certified research speech-language pathologist
  - Focus groups: A (n = 3), B (n = 5), C (n = 3), D (n = 2), E (n = 3)

#### **Analysis**

- Thematic analysis was used to analyze the focus group data (Braun & Clarke, 2019)
- Researchers employed rigor and trustworthiness techniques, such as peer review and ongoing reflexivity (Lincoln & Guba, 1986)
- Analysis team operated with the development team to facilitate implementation of themes

#### Results

#### Themes to Inform DementiaBank Grand Rounds

#### Format & Design

Design a user-friendly interface

#### Content

Provide foundational knowledge on dementia Include comprehensive case study examples

Establish expectations for Grand Round Users

#### **Guiding Principles**

Facilitate didactic learning

Ensure the content is evidence-based

Emphasize the client as an individual

Scan QR Code to get updates on DementiaBank Grand Rounds!



# Integration of Themes to Create DementiaBank Grand Rounds

## Format & Design

Theme: Design a user-friendly interface

- Future users emphasized the need for clear section dividers with clickable links
- Requests for modernizing the visual design are limited by capabilities of an HTML language
- Interactive components such as hidden answers to promote engagement have been created in the design

#### What is a neurocognitive disorder?

Click for answer

Neurocognitive disorders (NCD) are a type of clinical syndrome in which the primary symptom is acquired decline in cognitive function (Guerriero Austrom et al., 2016).

Broadly, a syndrome describes a group of symptoms or physical findings that suggest a specific condition (Calvo et al., 2003).

#### Content

Theme: Include comprehensive case study examples

- Illustrating cases with video examples are being incorporated into DementiaBank Grand Rounds
- Future users want assessment, treatment, and documentation examples, which may be built into future modules of DementiaBank Grand Rounds

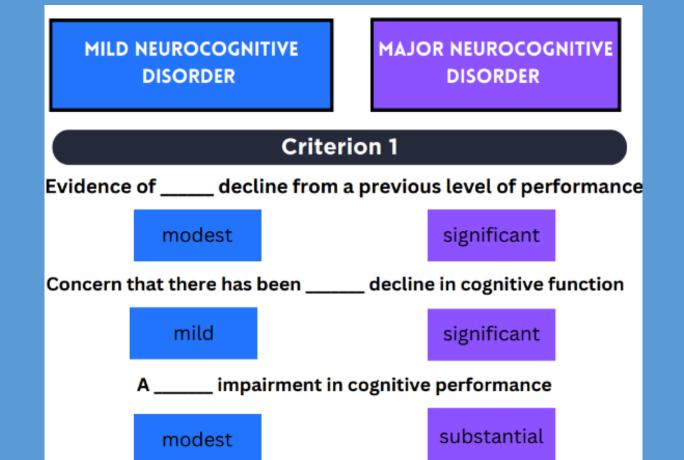


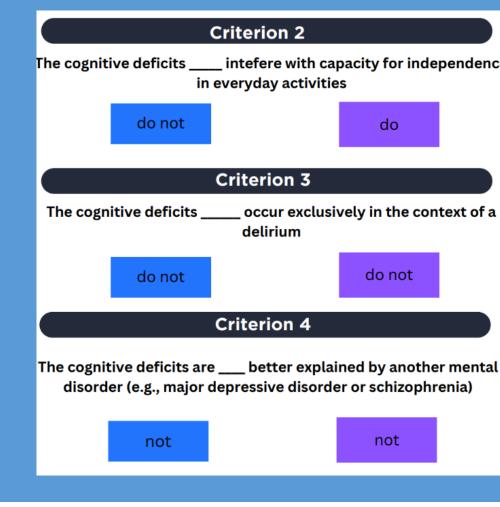


### **Guiding Principles**

Theme: Facilitate didactic learning

- Future users asked for classroom instructor resources
- Pre-made assignments to check understanding have been created to promote critical thinking in students





Acknowledgements: N

Supplemental Figure. Themes and Subthemes of Qualitative Analysis

## Format & Design

#### Design a user-friendly interface

- Include clear section dividers
- Modernize the visual design
- Make the interface interaction

## Content

# Establish expectations for Grand Round Users

- Define the scope of Grand Rounds
- Clearly define the audience
- Include pre-learning materials

# Include comprehensive case study examples

- Provide assessment, treatment, and documentation examples
- Illustrate cases with video examples

#### Provide foundational knowledge on dementia

- Define the clinical syndromes and medical diagnoses
- Demonstrate the nee for interdisciplinary care
- Provide supplemental materials for further learning

# **Guiding Principles**

#### Ensure the content is evidence-based

- Include principles of person-centered care
- Promote inclusivity & representation

# Emphasize the client as an individual

- Cite up-to-date research
- Include citations and a reference list
- Seek out peer review

#### Facilitate didactic learning

- Promote users' critical thinking
- Create resources for classroom instructors
- Provide video examples for that support instructor's teaching

#### References:

- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. Qualitative research in sport, exercise and health, 11(4), 589-597. https://doi.org/10.1080/2159676X.2019.1628806
- MacWhinney, B. (2007). The Talkbank Project. In: Beal, J.C., Corrigan, K.P., Moisl, H.L. (eds) Creating and Digitizing Language Corpora. Palgrave Macmillan, London. https://doi.org/10.1057/9780230223936\_7
- MacWhinney, B., & Fromm, D. (2022). Language sample analysis with TalkBank: An update and review. Frontiers in communication, 7, 865498.
   http://doi.org/10.3389/fcomm.2022.865498
- Lincoln, Y. S., & Guba, E. G. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. New directions for program evaluation, 1986(30), 73-84. <a href="https://doi.org/10.1002/ev.142">https://doi.org/10.1002/ev.142</a>