

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



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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 (TBI Bank), 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



Case Studies

Case Study 1
Anita:
Cognitively
Unimpaired

Case Study 2
James:
Mild NCD

Case Study 3
Rose:
Major NCD

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

MILD NEUROCOGNITIVE DISORDER	MAJOR NEUROCOGNITIVE DISORDER
Criterion 1	
Evidence of ____ decline from a previous level of performance	
<input type="radio"/> modest	<input type="radio"/> significant
Concern that there has been ____ decline in cognitive function	
<input type="radio"/> mild	<input type="radio"/> significant
A ____ impairment in cognitive performance	
<input type="radio"/> modest	<input type="radio"/> substantial

Criterion 2
The cognitive deficits ____ interfere with capacity for independence in everyday activities
<input type="radio"/> do not <input type="radio"/> do

Criterion 3
The cognitive deficits ____ occur exclusively in the context of a delirium
<input type="radio"/> do not <input type="radio"/> do not

Criterion 4
The cognitive deficits are ____ better explained by another mental disorder (e.g., major depressive disorder or schizophrenia)
<input type="radio"/> not <input type="radio"/> not

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Supplemental Figure. Themes and Subthemes of Qualitative Analysis

Format & Design	Design a user-friendly interface <ul style="list-style-type: none">• Include clear section dividers• Modernize the visual design• Make the interface interaction		
Content	Establish expectations for Grand Round Users <ul style="list-style-type: none">• Define the scope of Grand Rounds• Clearly define the audience• Include pre-learning materials	Include comprehensive case study examples <ul style="list-style-type: none">• Provide assessment, treatment, and documentation examples• Illustrate cases with video examples	Provide foundational knowledge on dementia <ul style="list-style-type: none">• Define the clinical syndromes and medical diagnoses• Demonstrate the need for interdisciplinary care• Provide supplemental materials for further learning
Guiding Principles	Ensure the content is evidence-based <ul style="list-style-type: none">• Include principles of person-centered care• Promote inclusivity & representation	Emphasize the client as an individual <ul style="list-style-type: none">• Cite up-to-date research• Include citations and a reference list• Seek out peer review	Facilitate didactic learning <ul style="list-style-type: none">• Promote users' critical thinking• Create resources for classroom instructors• Provide video examples for that support instructor's teaching

References:

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