



BACKGROUND

- It is challenging for clinicians to engage in best practice when treating TBI patients with cognitive-communication disorders. (Firth et al 2014, Maddy et al 2015, Steel 2022)
- Lack of high-quality education resources to guide management and treatment may be a potential barrier. (Morrow et al 2021, Riedeman et al 2018)
- Suggested solutions have included freely available, post-degree training with updated evidence, the use of problem-based learning frameworks and an emphasis on critical thinking and creativity. (Morrow et al 2021, Riedeman et al 2018)
- TBIBank Grand Rounds offers a potential novel solution with an international online multimedia platform however, it is unclear if this resource meets the needs of the user groups, including educators. (Elbourn et al 2023)

Aims
 To examine educators views of **TBIBank Grand Rounds**
 → Establish recommendations for updating the resource

METHOD

Study Design: Online international survey with 32 items
 • Initial piloting and minor modifications (n = 4)
 • Survey open between October-November 2022

| Five sections | Response Formats |
|-----------------------------|----------------------|
| Participant details | Yes/no questions |
| Awareness, interest & use | Multiple choice |
| Interface design & delivery | Rating Scales |
| Content | Open-ended questions |
| Overall impressions | No barrier tasks |

Participants
28 participants consented
 → 3 excluded as no data entered or demographic data only
 → **25 participants completed the survey**

- Gender: 16 women, 7 men, 1 no response
- Age: 20-40 years (10), 41-70 years (15)
- Education: PhD (19), Masters (4), Bachelor (2)
- Years teaching: 1-5 years (8), 6-10 (3), 11+ (14)
- Level of teaching: Bachelor (3), Masters (6), Both (16)

TBIBank Grand Rounds: Example

Case Studies

video 2a video 2b video 2c

Videos 2a, 2b and 2c provide exemplars of three common discourse patterns. All three individuals had acquired a severe TBI three months earlier. Video 2a represents an impoverished example (Stimuli: TBIBank Protocol - free speech and important event), Video 2b illustrates an inefficient or verbose example (Stimuli: TBIBank Protocol - free speech recovery question), and Video 2c provides a confused example (Stimuli: TBIBank Protocol free speech questions).

Questions

1. What are the cognitive-linguistic features that are contributing to the description of the discourse in each of these cases?
2. Identify at least one discourse analysis that you think would be helpful for each of these cases?
3. Video 2a is almost in direct contrast to video 2b. How might this influence your potential goals and approach to therapy?

RESULTS

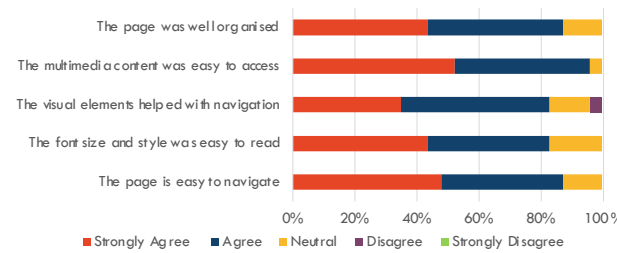
Awareness, Interest & Use

| Prior awareness | Previous use | Future use | Future routine use | Use |
|-------------------|-------------------|------------------|--------------------|------------------------------|
| Yes: 15 No: 12 | Yes: 11 No: 14 | Yes: 25 No: 0 | Yes: 25 No: 0 | As designed: 8 Adapted: 9 |

"Instructors teaching cognitive-communication disorders should know about this incredibly helpful resource as there are very little teaching resources available."

Contexts: Cognitive-communication units, research, clinical, neuroanatomy, linguistics
 Adaptations: Align with learning objectives, language and/or cultural adaptation
 Other: Lack of awareness, benefits for students, links with other grand rounds

Interface Design & Navigation



Comments: Clearer information on sharing access details, one page per module, quick links menu, drop-down or hide/reveal for each module and section, remove password

Content

| Question content | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---------------------------------|-------------------|----------|---------|-------|----------------|
| Topics appropriate | 0 | 0 | 1 | 10 | 11 |
| Sufficient amount of background | 0 | 0 | 2 | 14 | 6 |
| Relevant evidence | 0 | 0 | 1 | 7 | 14 |
| Supportive multimedia resources | 0 | 0 | 1 | 8 | 13 |
| Reflect real scenarios | 0 | 1 | 1 | 8 | 12 |
| Stimulated critical thinking | 0 | 0 | 1 | 9 | 12 |
| Helpful self-reflection tools | 0 | 0 | 3 | 7 | 12 |
| More interactivity | 0 | 2 | 4 | 5 | 10 |

Comments: More background information, videos with intervention strategies

Overall Impressions

- Most useful aspects: Videos, questions, case content, evidence
- Future directions: acute/early phase videos, mild TBI, less structured dyadic or group conversations, paediatrics, translation
- Updates: interface elements, interactive opportunities, increased culturally responsiveness, provide more background to cases
- Majority of participants (n = 17) would recommend this resource

CONCLUSIONS

Key findings:

- Lack of awareness of TBIBank Grand Rounds internationally suggests need for a targeted dissemination plan
- Overall the majority of users agreed that the design and content of TBIBank Grand Rounds met their needs for education
- Identified useful directions for updates and future enhancements

Limitations: Country of origin was not included due to potential identification of individual responses. Need to exercise caution due to small sample size.

Future Directions: Please contact if you're interested in TBIBank Grand Rounds <https://tbi.talkbank.org/>