Systematic review: Gender profiling of carers attending group PA with PWD

Quality appraisal using MMAT (Hong et al 2018)

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| **Barrado-Martin, Y., Heward, M., Polman, R. & Nyman, S.R. (2019) Acceptability of a dyadic Tai Chi intervention for older people living with dementia and their informal carers. Journal of Aging and Physical Activity, 27, 166-183.** | | | |
|  | Yes | No | Comments |
| S1. Are there clear research questions? | Checkmark |  |  |
| S2. Do the collected data allow to address the research questions? | Checkmark |  |  |
| 1.1. Is the qualitative approach appropriate to answer the research question? | Checkmark |  |  |
| 1.2. Are the qualitative data collection methods adequate to address the research question? | Checkmark |  |  |
| 1.3. Are the findings adequately derived from the data? | Checkmark |  |  |
| 1.4. Is the interpretation of results sufficiently substantiated by data? | Checkmark |  |  |
| 1.5. Is there coherence between qualitative data sources, collection, analysis and interpretation? | Checkmark |  |  |
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| **Barrado-Martin, Y., Heward, M., Polman, R. & Nyman, S.R. (2021) Adherence to the class-based component of a Tai Chi exercise intervention for people living with dementia and their informal carers. Journal of Aging and Physical Activity, 29(5), 721-734.** | | | |
|  | Yes | No | Comments |
| S1. Are there clear research questions? | Checkmark |  |  |
| S2. Do the collected data allow to address the research questions? | Checkmark |  |  |
| 1.1. Is the qualitative approach appropriate to answer the research question? | Checkmark |  |  |
| 1.2. Are the qualitative data collection methods adequate to address the research question? | Checkmark |  |  |
| 1.3. Are the findings adequately derived from the data? | Checkmark |  |  |
| 1.4. Is the interpretation of results sufficiently substantiated by data? | Checkmark |  |  |
| 1.5. Is there coherence between qualitative data sources, collection, analysis and interpretation? | Checkmark |  |  |
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| **Borges-Machado, F., Ribeiro, O., Sampaio, A., Marques-Aleixo, I., Meireles, J. & Carvalho, J. (2019) Feasibility and impact of a multicomponent exercise intervention in patients with Alzheimer’s Disease: A pilot study. American Journal of Alzheimer’s Disease and Other Dementias, 34(2), 95-103.** | | | |
|  | Yes | No | Comments |
| S1. Are there clear research questions? | Checkmark |  |  |
| S2. Do the collected data allow to address the research questions? | Checkmark |  |  |
| 3.1. Are the participants representative of the target population? |  | Checkmark | Small sample for quantitative analysis |
| 3.2. Are measurements appropriate regarding both the outcome and intervention (or exposure)? | Checkmark |  |  |
| 3.3. Are there complete outcome data? | Checkmark |  |  |
| 3.4. Are the confounders accounted for in the design and analysis? | Checkmark |  |  |
| 3.5. During the study period, is the intervention administered as intended? | Checkmark |  |  |
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| **Burgener, S.C., Marsh-Yant, S. & Kosanda Nega, K. (2011) A combined, multimodal intervention for individuals with dementia: Effects on family caregiver outcomes. Research in Gerontological Nursing, 4(1), 64-75.** | | | |
|  | Yes | No | Comments |
| S1. Are there clear research questions? | Checkmark |  |  |
| S2. Do the collected data allow to address the research questions? | Checkmark |  |  |
| 3.1. Are the participants representative of the target population? |  | Checkmark | Small sample for quantitative analysis |
| 3.2. Are measurements appropriate regarding both the outcome and intervention (or exposure)? | Checkmark |  |  |
| 3.3. Are there complete outcome data? | Checkmark |  |  |
| 3.4. Are the confounders accounted for in the design and analysis? | Checkmark |  |  |
| 3.5. During the study period, is the intervention administered as intended? | Checkmark |  |  |
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| **Casey, J.J., Harrison, K.L., Ventura, M.I., Mehling, W. & Barnes, D.E.** **(2020) An integrative group movement program for people with dementia and care partners together (Paired PLIE): Initial process evaluation. Aging and Mental Health, 24(6), 971-977.** | | | |
|  | Yes | No | Comments |
| S1. Are there clear research questions? | Checkmark |  |  |
| S2. Do the collected data allow to address the research questions? | Checkmark |  |  |
| 1.1. Is the qualitative approach appropriate to answer the research question? | Checkmark |  |  |
| 1.2. Are the qualitative data collection methods adequate to address the research question? | Checkmark |  |  |
| 1.3. Are the findings adequately derived from the data? | Checkmark |  |  |
| 1.4. Is the interpretation of results sufficiently substantiated by data? | Checkmark |  |  |
| 1.5. Is there coherence between qualitative data sources, collection, analysis and interpretation? | Checkmark |  |  |
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| **D'Cunha, N.M., Bennett, M., Mitterfellner, R., Brennan, R., Wiseman, R., Isbel, S., Bail, K., Barrett, L., Rutherford, K., Huang, I. & Gibson, D. (2023) Preliminary findings of an active multicomponent lifestyle intervention for people with dementia and their carers: Mixed methods study. Health and Social Care in the Community, 23, 5395080.** | | | |
|  | Yes | No | Comments |
| S1. Are there clear research questions? | Checkmark |  |  |
| S2. Do the collected data allow to address the research questions? | Checkmark |  |  |
| 5.1. Is there an adequate rationale for using a mixed methods design to address the research question? | Checkmark |  |  |
| 5.2. Are the different components of the study effectively integrated to answer the research question? | Checkmark |  |  |
| 5.3. Are the outputs of the integration of qualitative and quantitative components adequately interpreted? | Checkmark |  |  |
| 5.4. Are divergences and inconsistencies between quantitative and qualitative results adequately addressed? | Checkmark |  |  |
| 5.5. Do the different components of the study adhere to the quality criteria of each tradition of the methods involved? | Checkmark |  |  |
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| **Girdler, M., Fletcher, P.C. & Bryden, P.J.** **(2024) An examination of the lived experiences of individuals with dementia and their caregivers in the Minds in Motion program. Palaestra, 38(1), 7-15.** | | | |
|  | Yes | No | Comments |
| S1. Are there clear research questions? | Checkmark |  |  |
| S2. Do the collected data allow to address the research questions? | Checkmark |  |  |
| 1.1. Is the qualitative approach appropriate to answer the research question? | Checkmark |  |  |
| 1.2. Are the qualitative data collection methods adequate to address the research question? | Checkmark |  |  |
| 1.3. Are the findings adequately derived from the data? | Checkmark |  |  |
| 1.4. Is the interpretation of results sufficiently substantiated by data? | Checkmark |  |  |
| 1.5. Is there coherence between qualitative data sources, collection, analysis and interpretation? | Checkmark |  |  |
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| **Hill, N., Fihosy, S. & Camic, P.M. (2022) Exploring the effects of a golf program on psychological and social wellbeing for people with dementia, carers and staff. Journal of Aging and Physical Activity, 30, 123-125.** | | | |
|  | Yes | No | Comments |
| S1. Are there clear research questions? | Checkmark |  |  |
| S2. Do the collected data allow to address the research questions? | Checkmark |  |  |
| 1.1. Is the qualitative approach appropriate to answer the research question? | Checkmark |  |  |
| 1.2. Are the qualitative data collection methods adequate to address the research question? | Checkmark |  |  |
| 1.3. Are the findings adequately derived from the data? | Checkmark |  |  |
| 1.4. Is the interpretation of results sufficiently substantiated by data? | Checkmark |  |  |
| 1.5. Is there coherence between qualitative data sources, collection, analysis and interpretation? | Checkmark |  |  |
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| **Hobden, T., Swallow, M., Beer, C. & Dening, T. (2019) Swimming for dementia: An exploratory qualitative study: Innovative practice. Dementia, 18(2), 776-784.** | | | |
|  | Yes | No | Comments |
| S1. Are there clear research questions? | Checkmark |  |  |
| S2. Do the collected data allow to address the research questions? | Checkmark |  |  |
| 1.1. Is the qualitative approach appropriate to answer the research question? | Checkmark |  |  |
| 1.2. Are the qualitative data collection methods adequate to address the research question? | Checkmark |  |  |
| 1.3. Are the findings adequately derived from the data? | Checkmark |  |  |
| 1.4. Is the interpretation of results sufficiently substantiated by data? | Checkmark |  |  |
| 1.5. Is there coherence between qualitative data sources, collection, analysis and interpretation? | Checkmark |  |  |
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| **Long, A., Di Lorito, C., Logan, P., Booth, V., Howe, L., Hood-Moore, V. & van der Wardt, V. (2020) The impact of a dementia-friendly exercise class on people living with dementia: A mixed-methods study. International Journal of Environmental Research and Public Health, 17, 4562.** | | | |
|  | Yes | No | Comments |
| S1. Are there clear research questions? | Checkmark |  |  |
| S2. Do the collected data allow to address the research questions? | Checkmark |  |  |
| 5.1. Is there an adequate rationale for using a mixed methods design to address the research question? | Checkmark |  |  |
| 5.2. Are the different components of the study effectively integrated to answer the research question? | Checkmark |  |  |
| 5.3. Are the outputs of the integration of qualitative and quantitative components adequately interpreted? | Checkmark |  |  |
| 5.4. Are divergences and inconsistencies between quantitative and qualitative results adequately addressed? | Checkmark |  |  |
| 5.5. Do the different components of the study adhere to the quality criteria of each tradition of the methods involved? | Checkmark |  |  |
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| **Mapes, N. (2017) Think outside: Positive risk-taking with people living with dementia. Working with Older People, 21(3), 157-166.** | | | |
|  | Yes | No | Comments |
| S1. Are there clear research questions? |  | Checkmark | No further appraisal carried out |
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| **Ovenden, I., Dening, T. & Beer, C. (2019) "Here everyone is the same" - A qualitative evaluation of participating in a Boccia (indoor bowling) group: Innovative practice. Dementia, 18(2), 785-792.** | | | |
|  | Yes | No | Comments |
| S1. Are there clear research questions? | Checkmark |  |  |
| S2. Do the collected data allow to address the research questions? | Checkmark |  |  |
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| 1.2. Are the qualitative data collection methods adequate to address the research question? | Checkmark |  |  |
| 1.3. Are the findings adequately derived from the data? | Checkmark |  |  |
| 1.4. Is the interpretation of results sufficiently substantiated by data? | Checkmark |  |  |
| 1.5. Is there coherence between qualitative data sources, collection, analysis and interpretation? | Checkmark |  |  |
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| **Mehling, W.E., Scott, T.M., Duffy, J., Whitmer, R.A., Chesney, M.A., Boscardin, W.J. & Barnes, D.E. (2020) Dyadic group exercises for persons with memory deficits and care partners: Mixed-method findings from the Paired Preventing Loss of Independence through Exercise (PLIE) randomized trial. Journal of Alzheimer’s Disease, 78, 1689-1706.** | | | |
|  | Yes | No | Comments |
| S1. Are there clear research questions? | Checkmark |  |  |
| S2. Do the collected data allow to address the research questions? | Checkmark |  |  |
| 5.1. Is there an adequate rationale for using a mixed methods design to address the research question? | Checkmark |  |  |
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| 5.3. Are the outputs of the integration of qualitative and quantitative components adequately interpreted? | Checkmark |  |  |
| 5.4. Are divergences and inconsistencies between quantitative and qualitative results adequately addressed? | Checkmark |  |  |
| 5.5. Do the different components of the study adhere to the quality criteria of each tradition of the methods involved? | Checkmark |  |  |
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| **Regan, K., White, F., Harvey, D. & Middleton, L.E. (2019) Effects of an exercise and mental activity program for people with dementia and their care partners. Journal of Aging and Physical Activity, 27, 276-283.** | | | |
|  | Yes | No | Comments |
| S1. Are there clear research questions? | Checkmark |  |  |
| S2. Do the collected data allow to address the research questions? | Checkmark |  |  |
| 3.1. Are the participants representative of the target population? | Checkmark |  |  |
| 3.2. Are measurements appropriate regarding both the outcome and intervention (or exposure)? | Checkmark |  |  |
| 3.3. Are there complete outcome data? | Checkmark |  |  |
| 3.4. Are the confounders accounted for in the design and analysis? | Checkmark |  |  |
| 3.5. During the study period, is the intervention administered as intended? | Checkmark |  |  |
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| **Yao, L., Giordani, B.J., Algase, D.L., You, M. & Alexander, N.B. (2013) Fall risk-relevant functional mobility outcomes in dementia following dyadic Tai Chi exercise. Western Journal of Nursing Research, 35(3), 281-296.** | | | |
|  | Yes | No | Comments |
| S1. Are there clear research questions? | Checkmark |  |  |
| S2. Do the collected data allow to address the research questions? | Checkmark |  |  |
| 3.1. Are the participants representative of the target population? |  | Checkmark | Small volunteer sample, highly educated |
| 3.2. Are measurements appropriate regarding both the outcome and intervention (or exposure)? | Checkmark |  |  |
| 3.3. Are there complete outcome data? | Checkmark |  |  |
| 3.4. Are the confounders accounted for in the design and analysis? | Checkmark |  |  |
| 3.5. During the study period, is the intervention administered as intended? | Checkmark |  |  |