Exploring a method for using The Behaviour Change Technique Taxonomy to live-code education interventions

Eleanor Bull, Dr Emma Pearson, Dr Jo Hart, Dr Lucie Byrne-Davis
University of Manchester, Edge Hill University
Background

Health professional CPD courses are behaviour change interventions containing BCTs.

For observers to easily live-code such courses, the BCT Taxonomy may need adjusting.

Relevant subset of BCTs?  Relevant examples?  Online format?
Aim and Methods

Aim: To develop and refine an application of the BCT Taxonomy v1*, with relevant examples, which health professional educators could use to assess the content of their courses.

Two psychologists observed 3 medical CPD courses, coded with BCTT v1

Pilot e-tool developed with relevant examples, colleagues gave feedback

Three psychologists rated examples’ accuracy, clarity, distinctiveness & generalisability

Pilot e-tool refined

Results

High inter-rater reliability between observers in 3 courses, Kappa 0.86-0.89; PABAK 0.90-0.92

41 BCTs observed, colleagues suggested 2 more, pilot e-tool had 43 BCTs, 86 examples.
63 examples rated as meeting example criteria, 23 refined.

E.g. Feedback on outcome of behaviour following practice of chest compressions:
“If this was a real-life scenario, your clinical practice there could have led to you saving the person’s life”

Final e-tool had 43 BCTs, 72 examples
Conclusions

Training version of BCT Taxonomy systematically developed & refined

Online, relevant BCTs & examples, to assist educators to understand behaviour change in CPD

Further piloting needed: non psychologist observers, range of courses