CAPTURE Falls

Collaboration and Proactive Teamwork Used to Reduce

How Does Human Behavior Fit into Fall Risk Reduction?

UNMC

What do they know?

"When did we learn about this?"
"I didn't know I was supposed to do this."
*"Why are we doing this?"*

Understand the challenge

- What do staff know?
- Do staff know that they should be doing this?
- Do staff know **why** they should be doing this?

Action to encourage behavior change

- Match the education method to the type of knowledge
- Evaluate what was (and wasn't) learned (e.g., post-test, pre-post test)
- Is the knowledge used on an infrequent or irregular basis? Consider use of reference guides, alerts/reminders, cognitive aids, etc.

Michie et al. (2005)

What can they do?
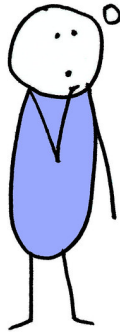
"I know I'm supposed to do this, but I don't know how."
"I can't do this the way we were told, so I did it another way."
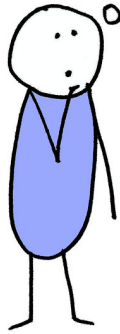
Understand the challenge

- Do staff know **how** to do this?
- How easy/difficult is it for staff to do this so that their action meets the desired standards?

Action to encourage behavior change

- Offer opportunities for staff to practice or demonstrate the skill, and receive feedback
- Identify the workarounds used, and remove barriers to encourage action consistent with desired protocols

Michie et al. (2005)

What do they believe about their capabilities?

"I know how to do it, and can do it, but I just don't feel confident in my ability to do it well in this situation."

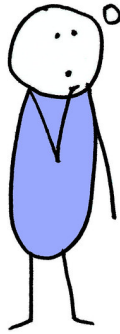## Understand the challenge

- Do staff believe that they can do this?
- How confident are staff in doing this in this specific situation?

Action to encourage behavior change

- Provide ample opportunities to practice under different circumstances
- Pair staff with role models who can assist and demonstrate successful completion of the activity
- Offer positive verbal feedback and encouragement
- Encourage staff to visualize themselves performing this activity successfully

Michie et al. (2005)

What are their professional roles and identities?

"This isn't my responsibility" or "This isn't my job" "[My profession] doesn't do this"
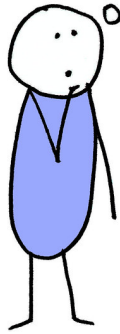
Understand the challenge

- How does doing this align (or create conflict) with staff professional identity?
- Do staff perceive this activity as 'beyond' or 'beneath' their role?

Action to encourage behavior change

- Reinforce the importance of 'task assistance,' 'mutual support,' and 'back-up behavior' as key aspects of team-based care
- Identify opportunities for cross-training
- Revisit job descriptions and task responsibilities

Michie et al. (2005)

What do they see others do?

Understand the challenge

- Do staff see others doing this? Do others like them do this?
- Are social norms encouraging or discouraging staff from doing this?

Action to encourage behavior change

- Have well-respected role models, champions share information in support of the desired behavior, against the undesired behavior
- Show staff how their performance compares against others
- Offer verbal/non-verbal rewards for effort and/or progress

Michie et al., 2005; Tang et al., 2021

What are their goals and motivations?
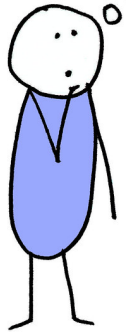
"I can't do this and this at the same time."
"I know this will keep the patient safe, but the patient will be really upset with me."
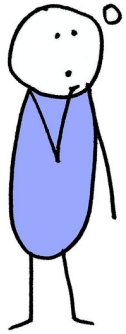
Understand the challenge

- Do staff feel like they need to do this?
- Do staff understand the goal of this action?
- What competing goals influence staff behavior?
- What incentives exist to motivate staff to act?

Action to encourage behavior change

- Ensure goals are clearly defined, explained, and understood
- Identify areas where goals are in competition, in conflict with one another
- Help staff with goal prioritization
- Revisit how you recognize, reward new behavior

Michie et al. (2005)

What do they think will (or won't) happen if they do (or don't) act?

"I've done this many times, nothing bad has happened."
"Is adding one more intervention really going to help reduce risk?"

Understand the challenge

- What will happen if staff do this?
- What are the perceived costs of doing this? What are the perceived costs of the consequences of doing this?
- Do the benefits outweigh the costs?
- What will staff feel like if they do, or don't do, this?

Action to encourage behavior change

- Understand staff perceptions of costs vs. benefits of the action
- Understand staff perceptions of risk and the why behind them; educate accordingly to ensure perceptions of risk reflect reality
- Help staff draw connections between their actions and outcomes

Michie et al. (2005)

References

- Michie S, Johnston M, Abraham C, et al. Making psychological theory useful for implementing evidence based practice: a consensus approach. *Qual Saf Health Care*. 2005;14(1):26-33. doi:10.1136/qshc.2004.011155

- Tang, M.Y., Rhodes, S., Powell, R. *et al.* How effective are social norms interventions in changing the clinical behaviours of healthcare workers? A systematic review and meta-analysis. *Implementation Sci* 16, 8 (2021). https://doi.org/10.1186/s13012-020-01072-1