

MRC-NIHR Trials Methodology Research Partnership: Webinar recording

### Use of behavioural science to increase use of core outcome sets

Presented, on behalf of the Health Research Board, by:

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### 20 September 2023

The slides are available below.

For any queries, please contact <a href="mailto:uktmn@nottingham.ac.uk">uktmn@nottingham.ac.uk</a>

https://youtu.be/vsPRfrfaxG4



# Using behavioural science to increase use of COS in trials BE-COS

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# Core Outcome Sets (COS)



Standardised minimum outcome set of **what** should be measured and reported in any trial of a specific health area







### Benefits of COS

Improve evidence synthesis

Building empirical bases

Reduce research waste

Relevant and meaningful to stakeholder priorities

Increase openness and transparency





### **COS Use**



BMJ Open Assessing the relevance and uptake of core outcome sets (an agreed minimum collection of outcomes to measure in research studies) in Cochrane systematic reviews: a review

Paula R Williamson,<sup>1</sup> Ricardo de Ávila Oliveira,<sup>2</sup> Mike Clarke <sup>©</sup>, <sup>3</sup> Sarah L Gorst <sup>©</sup>, <sup>1</sup> Karen Hughes, <sup>1</sup> Jamie J Kirkham <sup>©</sup>, <sup>4</sup> Tianjing Li,<sup>5</sup> Ian J Saldanha, <sup>6</sup> Jochen Schmitt<sup>7</sup>

7 of 100 reviews





Journal of Clinical Epidemiology

Journal of Clinical Epidemiology 142 (2022) 19-28

#### ORIGINAL ARTICLE

Use of core outcome sets was low in clinical trials published in major medical journals

Karen Matvienko-Sikar<sup>a,\*</sup>, Kerry Avery<sup>b</sup>, Jane M Blazeby<sup>b</sup>, Declan Devane<sup>c,d</sup>, Susanna Dodd<sup>c</sup>, Aoife M Egan<sup>f</sup>, Sarah L Gorst<sup>c</sup>, Karen Hughes<sup>c</sup>, Pamela Jacobsen<sup>g</sup>, Jamie J Kirkham<sup>h</sup>, Jan Kottner<sup>i</sup>, Katie Mellor<sup>j</sup>, Christopher P Millward<sup>k,l</sup>, Smitaa Patel<sup>m</sup>, Fiona Quirke<sup>d,n</sup>, Ian J Saldanha<sup>o</sup>, Valerie Smith<sup>p</sup>, Caroline B Terwee<sup>q</sup>, Amber E Young<sup>r</sup>, Paula R Williamson<sup>c</sup>

### 2 of 95 trials







# **COS Use**



- COS use as a behaviour
  - Something trialists do, or not do
- Can use behavioural science approaches to address low use



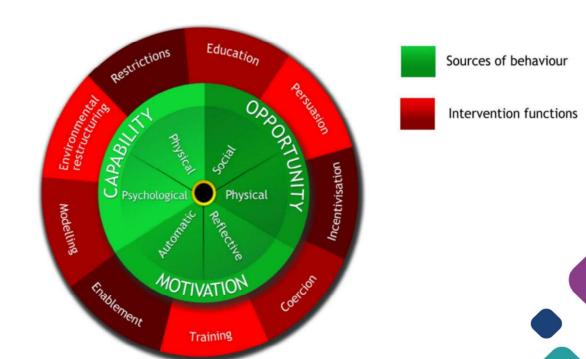




# **BE-COS**



 Identify behavioural intervention components to potentially increase the use of COS in trials







Components	Definition
Who	Researchers conducting trials in health areas ("Trialists")
What	Consideration or use of a COS in design. Use of a COS in conduct and reporting of a trial in a specific health area, where a relevant COS exists
Where	Anywhere trialists design, conduct and/or report trials
When	At trial design stage.  During the conduct of the trial  During reporting and dissemination of trial findings
How often	When designing, conducting and reporting a trial.







 Used existing evidence to identify barriers and facilitators to COS use in trials





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Journal of Clinical Epidemiology

#### ORIGINAL ARTICLE

In-depth qualitative interviews identified barriers and facilitators that influenced chief investigators' use of core outcome sets in randomised controlled trials

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#### RESEARCH ARTICLE

Assessing the impact of a research funder's recommendation to consider core outcome sets

Karen L. Hughes 1\*, Jamie J. Kirkham 1,2, Mike Clarke 3, Paula R. Williamson 1

1 MRC North West Hub for Trials Methodology Research, Department of Biostatistics, University of Liverpool, Liverpool, United Kingdom, 2 Centro for Biostatistics, Manchester Academic Health Science Centre, University of Manchester, Manchester, Linted Kingdom, 3 Centre for Public Health, Institute of Clinical Sciences, Queen's University Belfast, Royal Victoria Hospital, Belfast, United Kingdom

#### RESEARCH

Open Acces

A survey of knowledge, perceptions and use of core outcome sets among clinical trialists



Chiara Bellucci<sup>1</sup>, Karen Hughes<sup>2</sup>, Elaine Toomey<sup>3</sup>, Paula R. Williamson<sup>4</sup> and Karen Matvienko-Sikar<sup>1\*</sup>







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 Coded barriers and facilitators using the COM-B framework to identify behavioural components

COM-B component	Example
Physical capability	Able to find a COS (facilitator)
Psychological capability	Knowledge about COS (barrier and facilitator)
Social opportunity	Team critiques of COS (barrier)
Physical opportunity	Measurement challenges (barrier)
Reflective motivation	Perceived COS advantages (facilitator)
Automatic motivation	Wanting to control outcomes (barrier)









- Mapped COM-B components to intervention functions
  - 'Broad categories of means by which an intervention can change behaviour'

Barrier/facilitator	COM-B component	Intervention Function
Knowledge about COS (barrier and facilitator)	Psychological capability	Education, Training, Enablement

- APEASE evaluation of intervention functions
  - Affordability, Practicability, Effectiveness/cost-effectiveness,
     Acceptability, Side-effects/safety, Equity







# **Intervention Functions**



Included intervention Function	Definition
Education	Increasing knowledge or understanding
Training	Imparting skills
Enablement	Increasing means/reducing barriers to increase capability (beyond training) or opportunity (beyond environmental restructuring)
Persuasion	Using communication to induce positive or negative feelings or stimulate action
Modelling	Providing an example for people to aspire to or imitate









- Mapping to behaviour change techniques (BCTs)
  - BCTs are irreducible, observable, and replicable active ingredients of an intervention

Barrier/facilitat or	COM-B component	Intervention Function	ВСТ	BCT example
Knowledge about COS (barrier and facilitator)	Psychological capability	Education	Instruction on how to perform the behaviour	Workshop component on how to search for, appraise and use a COS







# Behaviour Change Techniques



Action planning

Self-monitoring of behaviour

Instruction on how to perform the behaviour

Information about antecedents

Information about consequences

Demonstration of the behaviour

Social comparison

Information about others' approval

Behavioural practice/rehearsal

Credible source

Pros and cons

Conserving mental resources

Identification of self as role model

Framing/reframing

Problem solving







- BCT examples
  - 36 examples

BCT	BCT example
Instruction on how to perform the behaviour	Workshop component on how to search for, appraise and use a COS
	Videos outlining how to search for & identify COS; how COS are developed; how to measure COS
Information about consequences	'Fact sheet' of written information on consequences/benefits of COS use
	Animated video on consequences/benefits of COS use





- Developed categories of approaches
  - Workshop, guidance, audio/visual, other

BCT	BCT example	Category
Instruction on how to perform the behaviour	Workshop component on how to search for, appraise and use a COS  Videos outlining how to search for &	Workshop  Audio visual
	identify COS; how COS are developed; how to measure COS	





# Conclusion



Diverse ways to potentially increase COS use

Next step is examining if they can increase COS use



























# BE-COS project team:

Shannen Hussey, Katie Mellor, Molly Byrne, Mike Clarke, Jamie Kirkham, Jan Kottner, Fiona Quirke, Ian J Saldanha, Valerie Smith, Elaine Toomey, Paula R Williamson









# Thank you!

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