# S1 Appendix. Domains, definitions, and constructs of the Theoretical Domains Framework\*

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| **Domain** | **Definition** | **Constructs** |
| 1. Knowledge | An awareness of the existence of something | ﻿Knowledge (including knowledge of condition/scientific rationale) Procedural knowledge Knowledge of task environment |
| 2, Skills | ﻿An ability or proficiency acquired through practice) | ﻿Skills Skills development Competence AbilityInterpersonal skills Practice Skill assessmentProfessional |
| 3. Social/professional role and identity | ﻿A coherent set of behaviours and displayed personal qualities of an individual in a social or work setting | ﻿Professional identity Professional role Social identity IdentityProfessional boundaries Professional confidence Group identity Leadership Organisational commitmentSelf-confidence |
| 4. Beliefs about capabilities | ﻿Acceptance of the truth, reality or validity about an ability, talent or facility that a person can put to constructive use | ﻿Self-confidence Perceived competence Self-efficacy Perceived behavioural control BeliefsSelf-esteem Empowerment Professional confidence |
| 5. Optimism | ﻿The confidence that things will happen for the best or that desired goals will be attained | ﻿Optimism Pessimism Unrealistic optimism  |
| 6. Beliefs about consequences | ﻿Acceptance of the truth, reality, or validity about outcomes of a behaviour in a given situation | ﻿BeliefsOutcome expectancies Characteristics of outcome expectancies Anticipated regret Consequents |
| 7. Reinforcement | ﻿Increasing the probability of a response by arranging a dependent relationship, or contingency, between the response and a given stimulus | ﻿Rewards (proximal/distal, valued/not valued, probable/improbable)Incentives Punishment Consequents Reinforcement Contingencies SanctionsStability |
| 8. Intentions | ﻿A conscious decision to perform a behaviour or a resolve to act in a certain way | ﻿Stability of intentions Stages of change model Transtheoretical model and stages of change |
| 9. Goals | ﻿Mental representations of outcomes or end states that an individual wants to achieve | ﻿Goals (distal/proximal) Goal priority Goal/target setting Goals (autonomous/controlled) Action planning Implementation intention |
| 10. Memory, attention and decision processes | ﻿The ability to retain information, focus selectively on aspects of the environment and choose between two or more alternatives | ﻿Memory Attention Attention control Decision making Cognitive overload/tiredness |
| 11. Environmental context and resources | ﻿Any circumstance of a person’s situation or environment that discourages or encourages the development of skills and abilities, independence, social competence and adaptive behaviour | ﻿Environmental stressors Resources/material resources Organisational culture/climate Salient events/critical incidents Person × environment interaction Barriers and facilitators |
| 12. Social influences | ﻿Those interpersonal processes that can cause individuals to change their thoughts, feelings, or behaviours) | ﻿Social pressure Social norms Group conformity Social comparisons Group norms Social support PowerIntergroup conflict Alienation Group identity Modelling |
| 13. Emotion | ﻿A complex reaction pattern, involving experiential, behavioural, and physiological elements, by which the individual attempts to deal with a personally significant matter or event | FearAnxietyAffectStress DepressionPositive/negative affectBurnout |
| 14. Behavioral regulation | ﻿Anything aimed at managing or changing objectively observed or measured actions | ﻿Self-monitoring Breaking habit Action planning |

\*Used with permission from Atkins et al. 2017 [26].