



PROMOTING SELF-REFLECTION AND CLINICAL SKILL
DEVELOPMENT THROUGH BEHAVIOUR CHANGE
TECHNIQUES AND VIDEO ENHANCED OBSERVATION
(VEO): A PROGRESS REPORT

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Plan

■ Background

- Speech & Language Therapy programmes at Newcastle University
- Video Enhanced Observation (VEO)
- VEO & SLT

■ Project

- Aims
- Behaviour change techniques (BCT)
- Methodology
- Progress so far....

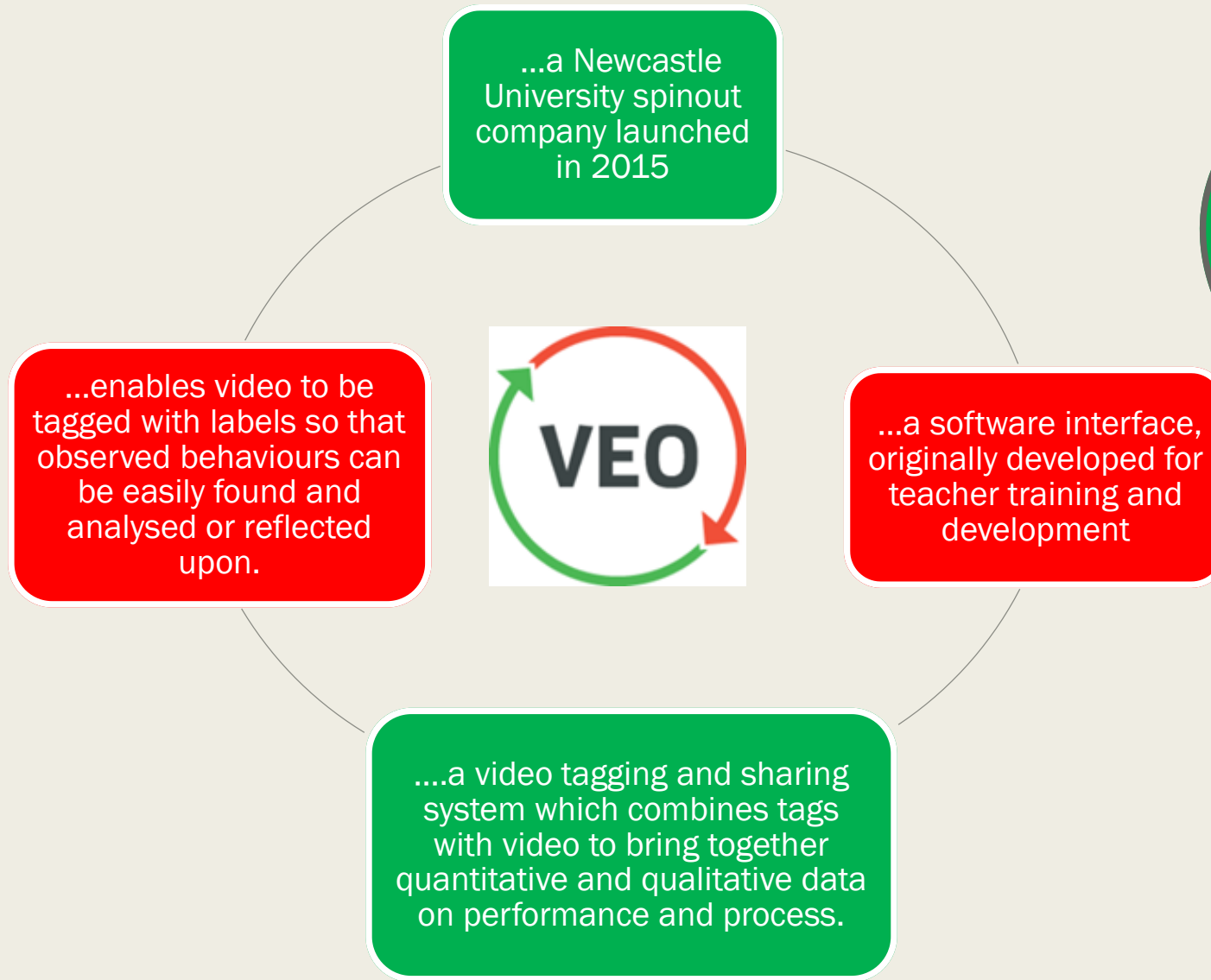
■ What next...

Background: Clinical teaching approaches within SLT at Newcastle University

- 2 pre-registration programmes (MSc & BSc)
- **Reflective Practice** and **Case Based Problem-Solving** approaches are embedded within clinical teaching,
- **The Reflective Model of Supervision** is applied to all clinical placements (campus clinics and external organisations)
- Students attend placement within on-campus clinics (Children's Speech & Language Clinic and the Tavistock Aphasia Centre)
- Within each campus clinic every student session is observed by clinical educators (CEs) via live streamed video link. Feedback from observations is given to students in tutorials and by written narrative.



Background: Video Enhanced Observation (VEO) Ltd.



'...we believe the development of a SLT version of VEO will benefit SLT, given the criticality of interaction in practice - improved through self-reflection, peer-reflection and mentorship - all of which could be supported by the SLT version of VEO'

Paul Miller, CEO, Video Enhanced Observation Ltd.

Observe: Using the App you can record, tag and comment on a session

Share: VEO supports sharing between supervisors and supervisees

Improve: By highlighting best practice VEO promotes clinical skill development

Background: VEO & SLT

In the beginning....

- A small observational study in two SLT campus clinics trialled a set of SLT specific tags which were generated based on assessed clinical competencies
- SLT students observed each other in clinical sessions, using VEO software. Students provided feedback about their experience of using VEO.
- **Results:** The available tags limited the usefulness of the interface compared to a narrative record of the observation
- **Conclusion:** When compared to observation without VEO, findings indicated that VEO had potential to enhance the learning experience, both from the observer and observed point of view.



Current Project

Funded by The Medical Research Council Proximity to Discovery Fund (PtD)

Aims

- *To tailor the VEO app and portal tags for use by students in a clinical learning setting*
- *To base the VEO SLT tags on research being developed at Newcastle University on behaviour change theory and utilising the behaviour change technique taxonomy (BCTTv1, Michie et al., 2013).*
- *To enable the use of VEO within clinical teaching within Newcastle University campus clinic settings*
- *To integrate VEO with existing online streaming technology used in campus clinics to develop student learning during clinical practice.*

Background: Behaviour Change Techniques (BCT)

- The Behaviour Change Technique Taxonomy (BCTT) (Michie et al, 2013) is a list of 93 labels and descriptions of techniques (Behaviour Change Techniques – BCTs).
- The BCTT has been used within various fields of research (e.g. public health campaigns).
- It is used in healthcare interventions to change behaviour (e.g. giving praise for decreasing alcohol consumption)
- Behaviour change interventions such as Speech and Language Therapy (SLT) are complex, and a lack of common terminology to report them can make accurate implementation and replication difficult.



Method

- Research Associates experienced in coding BCTT develop tags from the BCTT most commonly used in SLT
- Tags integrated into VEO interface
- Supporting documentation developed
- MSc students in campus clinic try out VEO + BCTT in peer observation
- Feedback from trial used to modify tags

Results

- Tags developed and modified following feedback in the following areas:
 - *Introducing Task*
 - *Core Task*
 - *Finishing Task*
 - *Feedback and Rewards*
 - *Support*
 - *Behaviour Management*
 - *Competencies*
- For each tag, a series of subtags were developed, supported by definitions and examples

SLT Specific Tag Definitions (based on BCTT)


Example

Tag	Subtag	Definition	Example
Introducing task	Goal setting	Set or agree on a goal defined in terms of the behaviour to be achieved or the outcome of the wanted behaviour. This could be with the client, their parent or carer. BCTs included: 1.1, 1.3	Behaviour: Set a session goal of naming 8/10 pictures correctly. Outcome: Set a long term goal of being able to use 10 functional words in everyday life.
	Problem solving	Analyse, or prompt the person to analyse, factors influencing the behaviour and generate or select strategies that include overcoming barriers and/or increasing facilitators. BCTs included: 1.2	Prompting a client with aphasia/their carer to think about a situation or environment where they find it difficult to communicate effectively, asking them to think of what barriers are making it difficult and how they may be overcome.
	Instruction on how to perform the behaviour	Advise on how to perform the behaviour. BCTs included: 4.1	Telling the client where to place their tongue in the production of a /t/ sound. Explaining to the client how to talk around a word (circumlocute) to facilitate word retrieval.


Tag your Video




Play video and start tagging. [Change tag set](#)




INTRODUCING TASK




CORE ACTIVITY




FINISHING TASK




FEEDBACK AND REWARDS



SUPPORT

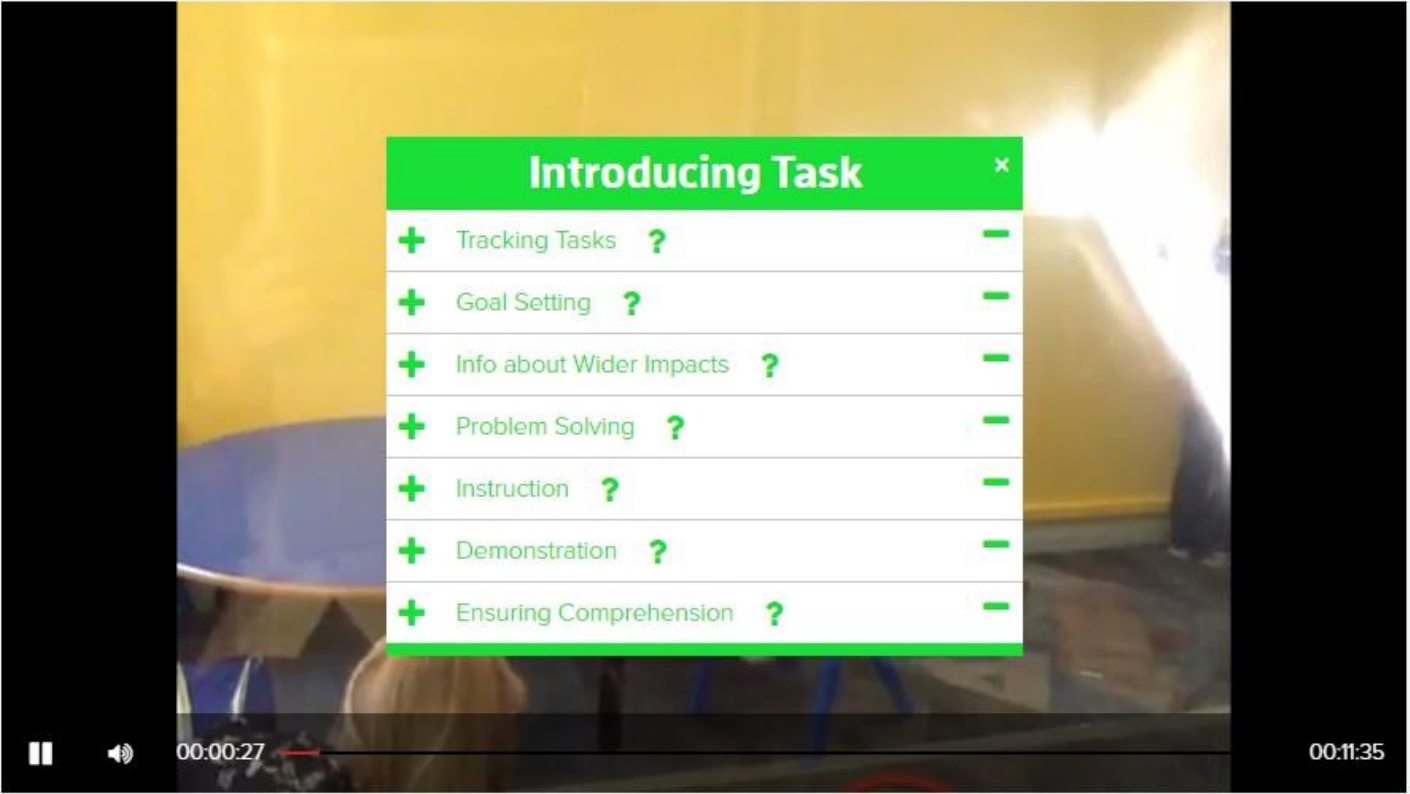


BEHAVIOUR MANAGEMENT



COMPETENCIES

Clear tags



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Introducing Task

+ Tracking Tasks ?	-
+ Goal Setting ?	-
+ Info about Wider Impacts ?	-
+ Problem Solving ?	-
+ Instruction ?	-
+ Demonstration ?	-
+ Ensuring Comprehension ?	-


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Tag	Subtag	Definition	Example
Competencies	Rapport	Building a relationship with the client to enable client participation.	Informally chatting with the client at the start of the session.
	Organisation	Evidence of plans and resources being well prepared and organised allowing the session to run smoothly.	Ensuring all materials are ready at the beginning of the session.
	Time management	Managing time carefully within the session to ensure that an appropriate amount of time is spent on each task.	Making sure the tasks take place within the given time limit.
	Appropriacy	Using appropriate language and behaviour to suit the client's needs.	Using an appropriate level of language complexity for a client's ability.
	Professionalism	Working within professional boundaries and fulfilling role as an SLT.	Communicating with the client and conducting the session in a professional manner.
	Flexibility	Ability to adapt own style/therapy tasks according to client's needs.	Using step-ups/downs according to client's ability in the session.
	Assessment/online recording	Following assessment protocol whilst recording online and giving appropriate feedback.	Noting an incorrect answer inconspicuously without giving feedback.
	Positioning	Position objects and seating in the room to suit the needs of the session/client.	


Tag your Video




Play video and start tagging. [Change tag set](#)




INTRODUCING TASK



CORE ACTIVITY




FINISHING TASK




Competencies ×

- + Rapport ? -
- + Organisation ? -
- + Time Management ? -
- + Appropriacy ? -
- + Professionalism ? -
- + Flexibility ? -
- + Online Recording ? -
- + Positioning ? -


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FEEDBACK AND REWARDS



SUPPORT



BEHAVIOUR MANAGEMENT



COMPETENCIES

Clear tags

Future development....

- Full evaluation of student use of VEO and BCTT for peer observation in campus clinics
- Controlled effectiveness study in partnership with another HEI
- Measuring impact on
 - *Quality of feedback compared to narrative record*
 - *Reflective practice development*
 - *Recognition of transferable clinical skills*

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