

Supplementary file 1

Table 1. Mapping of COM-B components to the Theoretical Domains Framework[1]

COM-B component	Domain (definition)	Constructs
CAPABILITY		
Physical	Physical skills (An ability or proficiency acquired through practice)	Skills Skills development Competence Ability Practice Skill assessment
Psychological	Knowledge (An awareness of the existence of something)	Knowledge (including knowledge of condition/scientific rationale) Procedural knowledge Knowledge of task environment
	Cognitive & interpersonal skills (An ability or proficiency acquired through practice)	Skills Skills development Competence Ability Interpersonal skills Practice Skill assessment
	Memory, attention & 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
	Behavioural regulation (Anything aimed at managing or changing objectively observed or measured actions)	Self-monitoring Breaking habit Action planning
OPPORTUNITY		
Social	Social influences (Those interpersonal processes that can cause individuals to change their thoughts, feelings, or behaviours)	Social pressure Social norms Group conformity Social comparisons
Physical	Environmental context & 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
MOTIVATION		

Reflective	Social & professional role & 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 Identity Professional boundaries Professional confidence Group identity Leadership Organisational commitment
	Belief 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 Beliefs Self-esteem Empowerment Professional confidence
	Optimism (The confidence that things will happen for the best or that desired goals will be attained)	Optimism Pessimism Unrealistic optimism Identity
	Belief about consequences (Acceptance of the truth, reality, or validity about outcomes of a behaviour in a given situation)	Beliefs Outcome expectancies Characteristics of outcome expectancies Anticipated regret Consequents
	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
	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
Automatic	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 Sanctions

	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)	Fear Anxiety Affect Stress Depression Positive/negative affect Burn-out
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Reference

1. Cane J; O'Connor D; Michie S. Validation of the theoretical domains framework for use in behaviour change and implementation research. *Implement Sci* **2012**, 7.