An Intervention Mapping Approach

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http://interventionmapping.com
Planning

- Health Promoting Goal

- Health Promoting Program
Intervention Mapping

• Needs Assessment
• Defining Program Objectives
• Selecting Methods and Applications
• Designing the Program
• Planning for Program Implementation
• Planning for Program Evaluation
• Theory and research; multi-theory

• Ecological model; environment, system

• Participations of all stakeholders
• A theory is a reduction of reality; that is not a shortcoming but a definition

• Real-life problems need a multi-theory approach

• Theories are generic; finding specific details does not invalidate the theory
  “A compass will not work on Mars”, but the electro-magnetic field theory will.
Perspectives

- Theory and research; multi-theory
- Ecological model; environment, system
- Participations of all stakeholders
Performance objectives for the environment

- Society
- Community
- Organization
- Interpersonal
- Individual
Perspectives

• Theory and research; multi-theory

• Ecological model; environment, system

• Participations of all stakeholders
Intervention Mapping

• Defining Program Objectives
  Who, What, Why?

• Selecting Methods and Applications
  How?
Intervention Mapping

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Applying Intervention Mapping to develop a community-based intervention aimed at improved psychological and social well-being of unmarried teenage mothers in Uganda.

Health Education Research, advance access.
Needs assessment:

- **Stigmatization**: Psychological effects
- **Father**: Sex with female <18 is illegal
- **Stigmatization**: Outcasts in the community
- **Parents**: Stigma by association
Intervention Mapping

- Needs Assessment
- **Defining Program Objectives**
- Selecting Methods and Applications
- Designing the Program
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- Planning for Program Evaluation
Behavior of environmental agent:

*School administrators* support unmarried teenage mothers to continue their education

- Allow unmarried teenage mothers to return to school after pregnancy and delivery
- Treat unmarried teenage mothers respectfully
- Generate support in the school system for continued education of unmarried teenage mothers
- .....
Why? - Integrated Behavioral Model

- Attitudes
  - Expectations
- Social norm
- Self-efficacy

Intention

Environmental levels

Barriers

Skills

Behavior
Why? - Integrated Behavioral Model

Threat Models:

- Severity
- Susceptibility
- Response efficacy
- Self-efficacy

Models:

- Attitudes
- Expectations
- Self-efficacy
- Social norm

Intention

Environmental levels

Barriers

Skills

Behavior
Social-cognitive determinants predict ‘reasoned action’

Not all behavior is reasoned action:
- Automaticity
- Habits
- Impulse control
Well-being of unmarried teenage mothers in Uganda

- Determinants for *teenage mothers, parents, and community members*:
  - Knowledge,
  - Attitude,
  - Perceived social influence,
  - Skills and self-efficacy
Change Objectives

• Answer to the question:

• What does the target have to learn (determinant) to do the performance objective?

• What does the agent have to learn (determinant) to do the performance objective to change the environment?
• Needs Assessment
• Defining Program Objectives
• Selecting Methods and Applications
• Designing the Program
• Planning for Program Implementation
• Planning for Program Evaluation
How? - Logic Model of Change

Program

Methods & Applications

Change objectives

Performance objectives

Behavioral outcomes

Environmental outcomes

Health

Quality of Life
Definitions

• **A theoretical method** is a general technique or process for influencing changes in the determinants of behaviors and environmental conditions.

• **Practical applications** are specific techniques for practical use of theoretical methods in ways that fit the intervention population and the context in which the intervention will be conducted.
Drug Prevention for Adolescents

- Performance objective
  - Youth resist social pressure
- Determinant: Self-efficacy
- Theoretical methods: Modeling
- Practical application
  - A photo-novella with a demonstration by adolescents of how to resist peer pressure in situations they commonly encounter
### Individual-Level Methods

<table>
<thead>
<tr>
<th><strong>Modeling</strong></th>
<th>Provide an appropriate model being reinforced for the desired action</th>
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<tbody>
<tr>
<td>Social Cognitive Theory</td>
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- **Modeling**
  - Social Cognitive Theory
  - Provide an appropriate model being reinforced for the desired action
| Advocacy and lobbying | Argue and mobilize resources on behalf of a particular change. Giving aid to a cause; active support for a cause or position. |
Using Methods Correctly

- Translating methods into applications demands sufficient knowledge of the theory behind the method, the conditions or parameters.

  e.g. People will follow a model *only* when that model is reinforced for that behavior.
Methods at all Levels

• Methods at the individual level
  • By determinants, e.g. attitude

• Methods at the environmental level
  • By level, e.g. organization

• Combinations
  • Persuasion directed at management of organization
Methods:

• Modeling,
• Mobilizing social support networks,
• Social action
Select or Design Practical Applications

All program components must have theoretical methods!

Parameters/Conditions
• **Method:** *Fear arousal (Confrontation)*

• **Definition:** Arouse negative emotional reactions in order to promote self-protective motivation and action

• **Parameters:** Requires high self-efficacy expectations rather than high outcome expectations alone 😞
• Needs Assessment
• Defining Program Objectives
• Selecting Methods and Applications
• Designing the Program
• Planning for Program Implementation
• Planning for Program Evaluation
Program

- Consult with participants
- Create program scope, sequence, themes, delivery channels, and materials
- Prepare design documents
- Review available materials and select appropriate materials
- Develop program materials: Collaboration
- Pretest program materials
- Oversee final production
Intervention Mapping

- Needs Assessment
- Defining Program Objectives
- Selecting Methods and Applications
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- Planning for Program Implementation
- Planning for Program Evaluation
Evidence on Implementation Phases

- Aware
- Adopt
- Implement
- Maintain
Evidence on Implementation Phases

- Aware
- Adopt
- Implement
- Maintain

Bar chart showing the levels of awareness, adoption, implementation, and maintenance.
Evidence on Implementation Phases

Aware
Adopt
Implement
Maintain
Environmental Agent & Implementers

- Target
- Objectives
- Methods
- Program
- Implementation
- Evaluation
Intervention Mapping

• Needs Assessment
• Defining Program Objectives
• Selecting Methods and Applications
• Designing the Program
• Planning for Program Implementation
• Planning for Program Evaluation
Conclusions

- Planning
- Theory & Research
- Participation
- Environment
- Implementation
- Evaluation