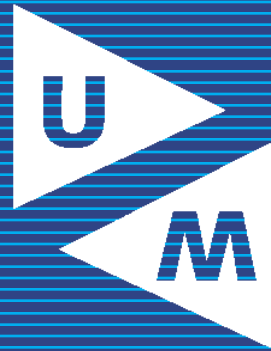


Planning Theory-Based and Evidence-Based Health Promotion Interventions



An Intervention Mapping Approach

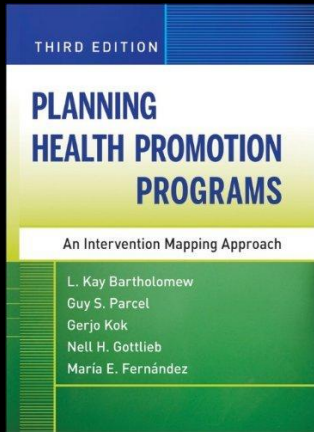
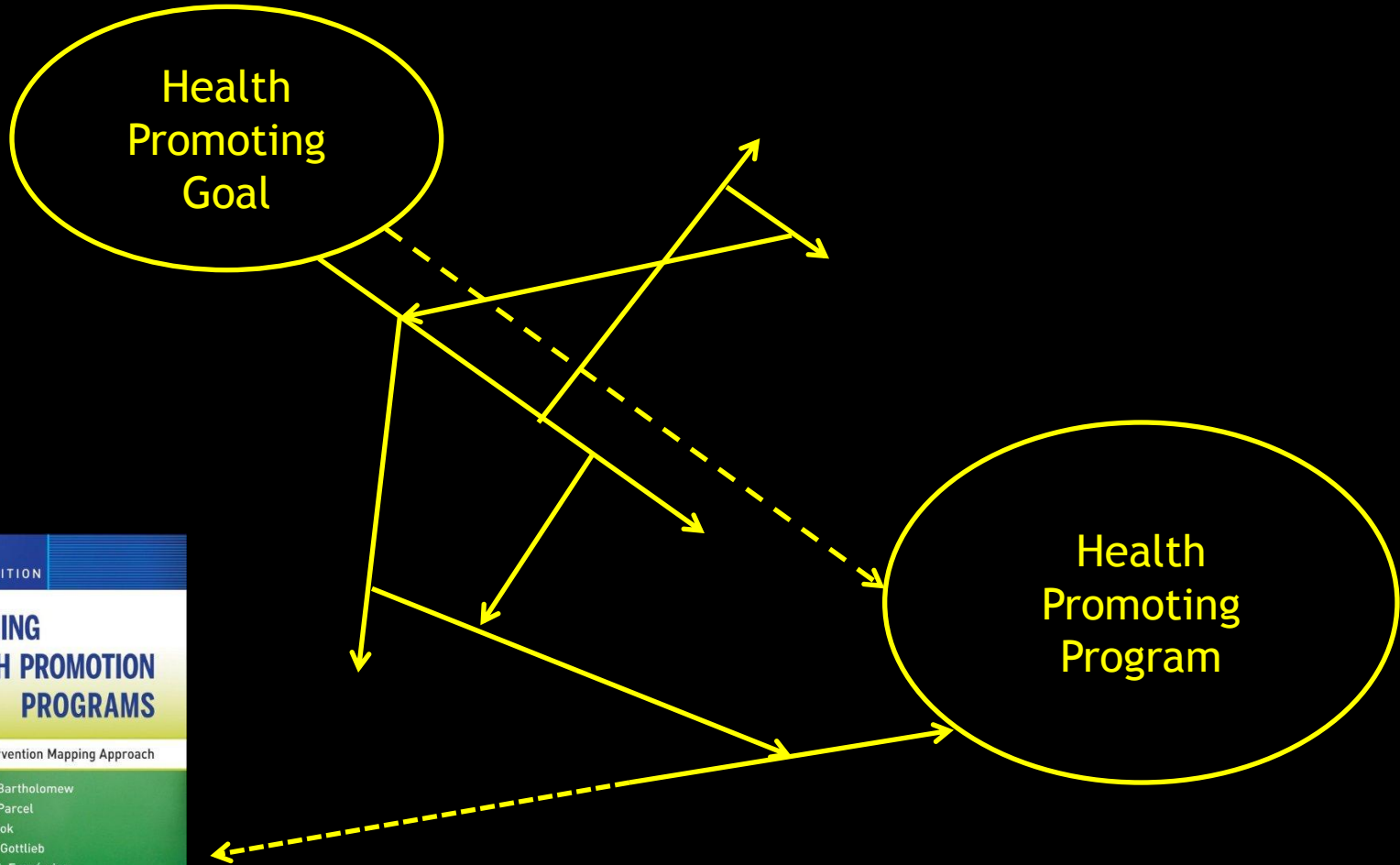


Gerjo Kok

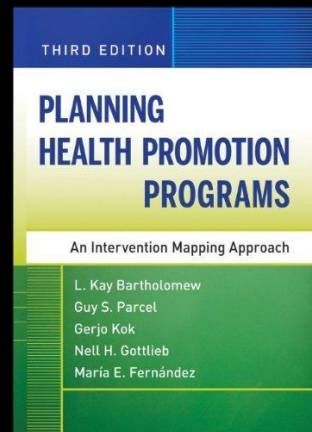
05-12-2014

Gent: ICRH

<http://interventionmapping.com>



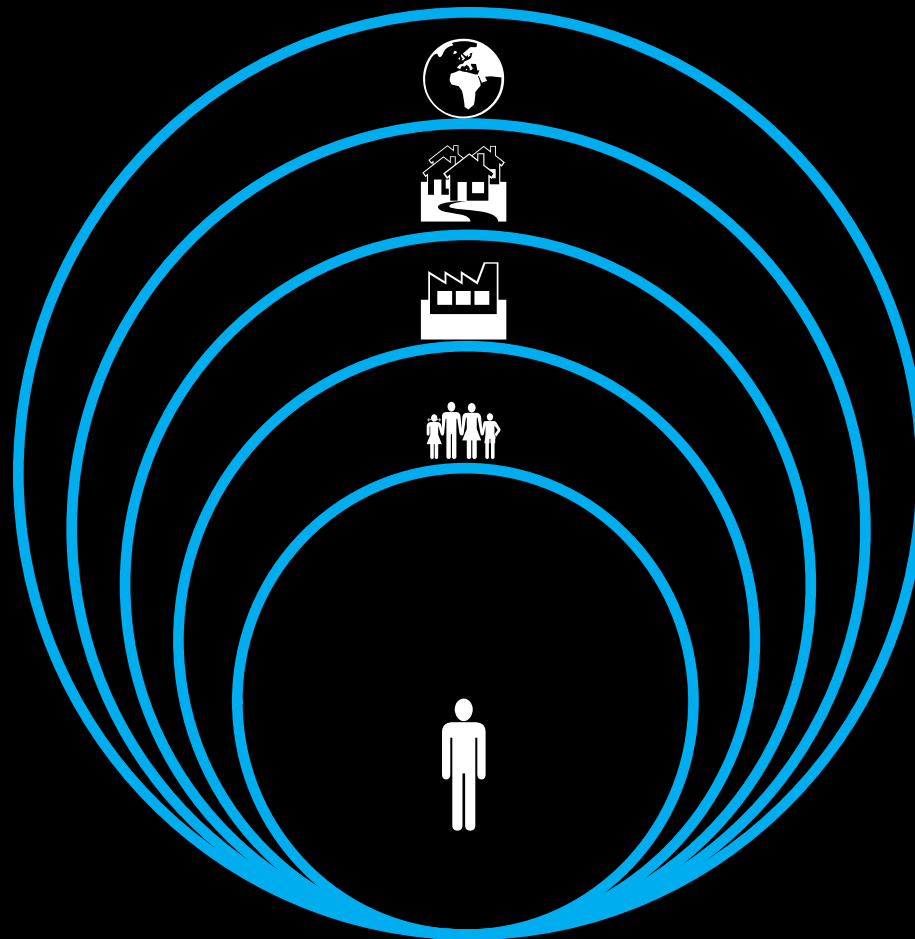
- Needs Assessment
- Defining Program Objectives
- Selecting Methods and Applications
- Designing the Program
- Planning for Program Implementation
- Planning for Program Evaluation



- 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.

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



Society

Community

Organization

Interpersonal

Individual

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

- Defining Program Objectives
Who, What, Why?
- Selecting Methods and Applications
How?

- **Needs Assessment**
- Defining Program Objectives
- Selecting Methods and Applications
- Designing the Program
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Leerlooijer, J. N., Kok, G., Weyusya, J., Bos, A. E., Ruiter, R. A., Rijdsijk, L. E., ... & Bartholomew, L. K. (2014).

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:

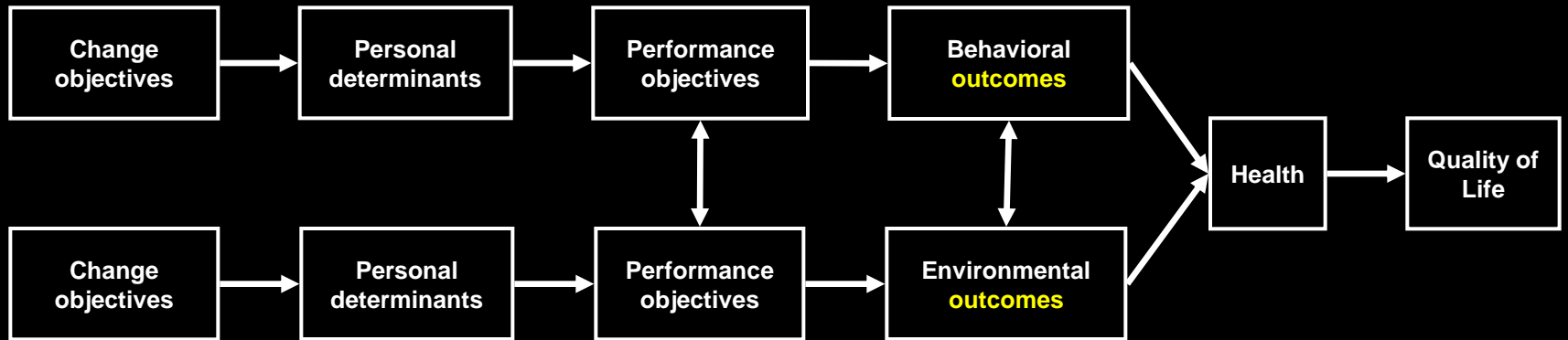
- **Stigmatization**: Psychological effects
- **Father**: Sex with female <18 is illegal
- Stigmatization: Outcasts in the **community**
- **Parents**: Stigma by association

- Needs Assessment
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Why?

What?

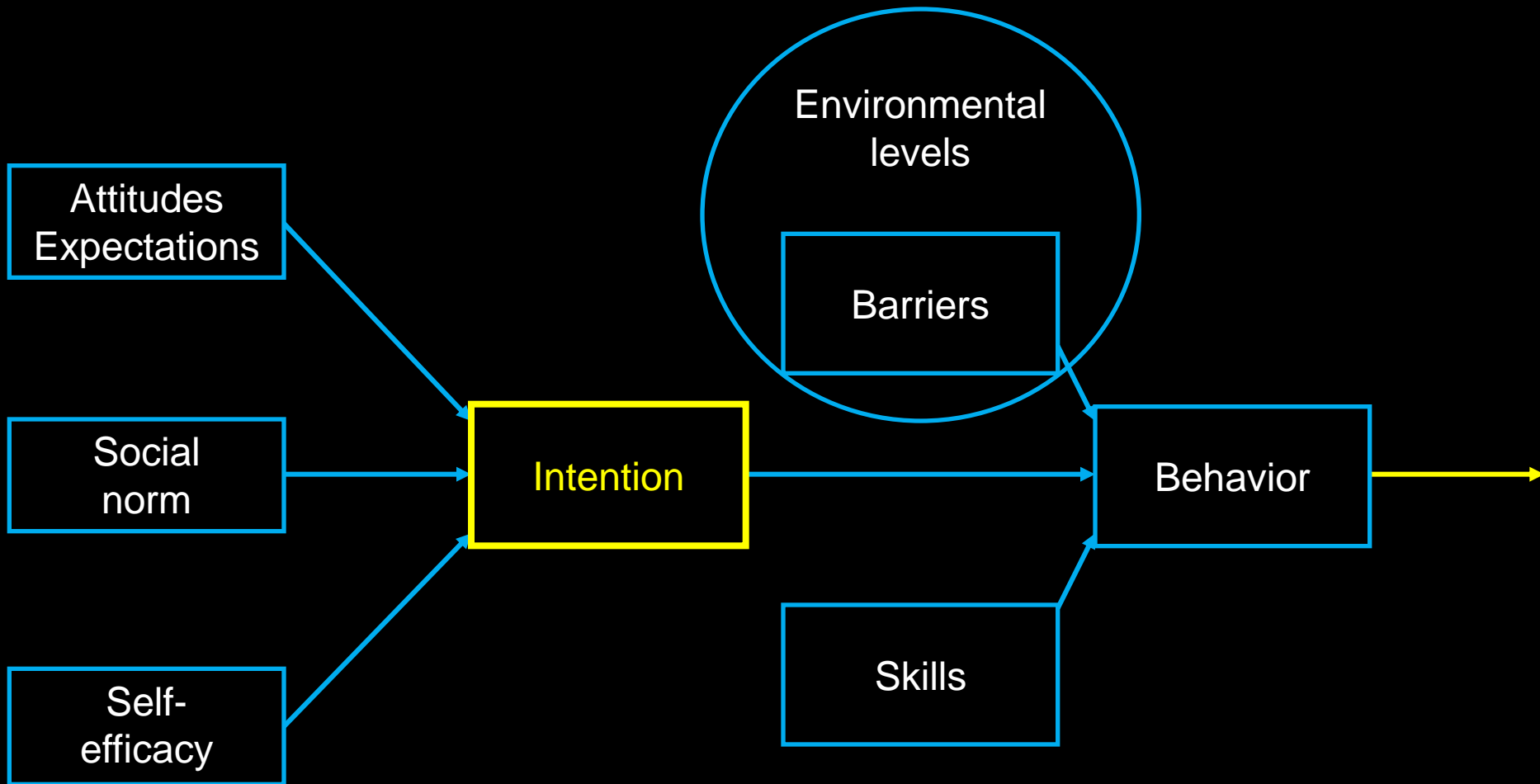
Who?



Behavior of environmental agent:

School administrators support unmarried teenage mothers to continue their education

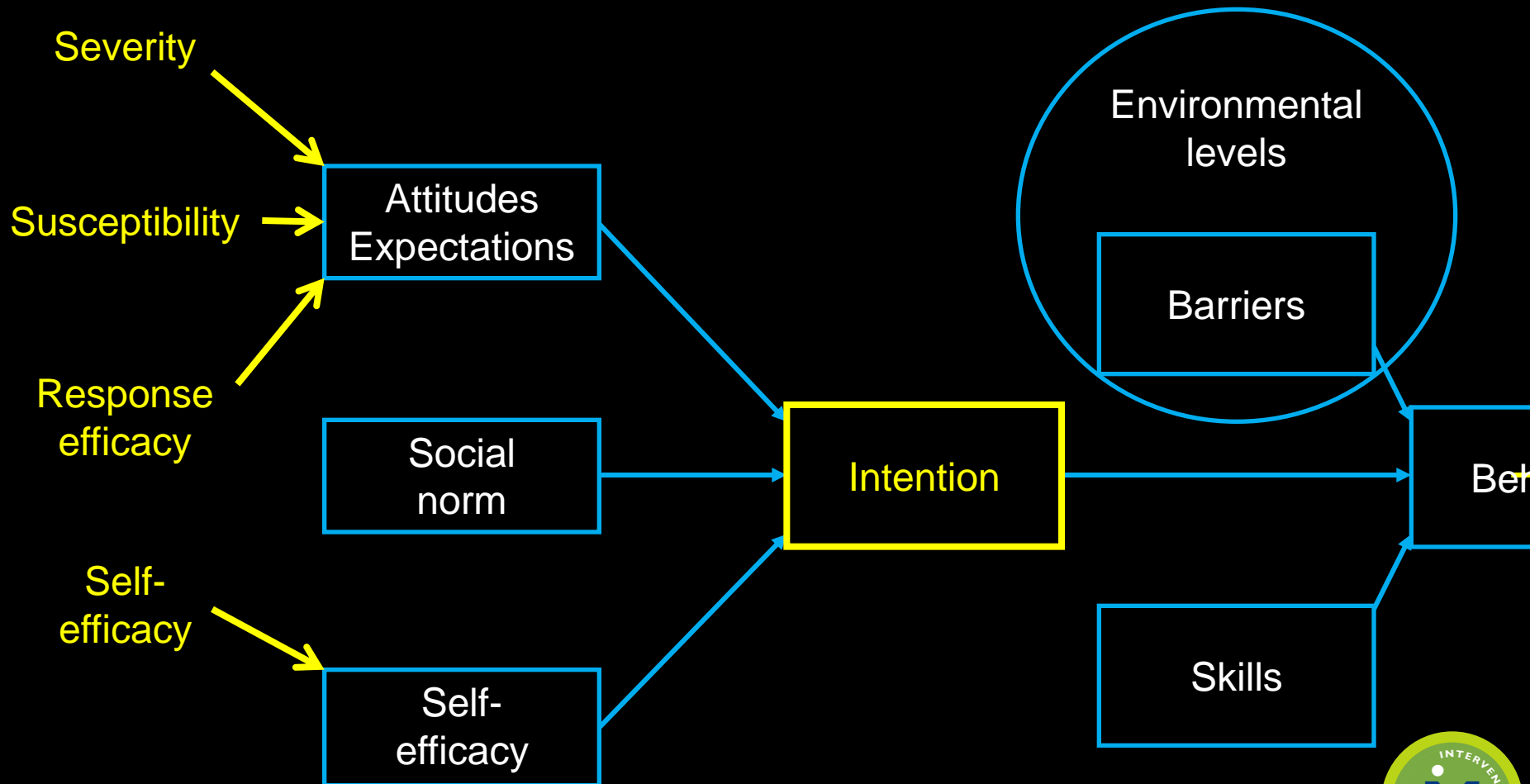
- Allow unmarried teenage mothers to return to school after pregnancy and delivery
- Treat unmarried teenage mothers respectfully
- Generate support in the school system for continued education of unmarried teenage mothers
-



Why? - Integrated Behavioral Model



Threat Models:



Social-cognitive determinants predict
'reasoned action'

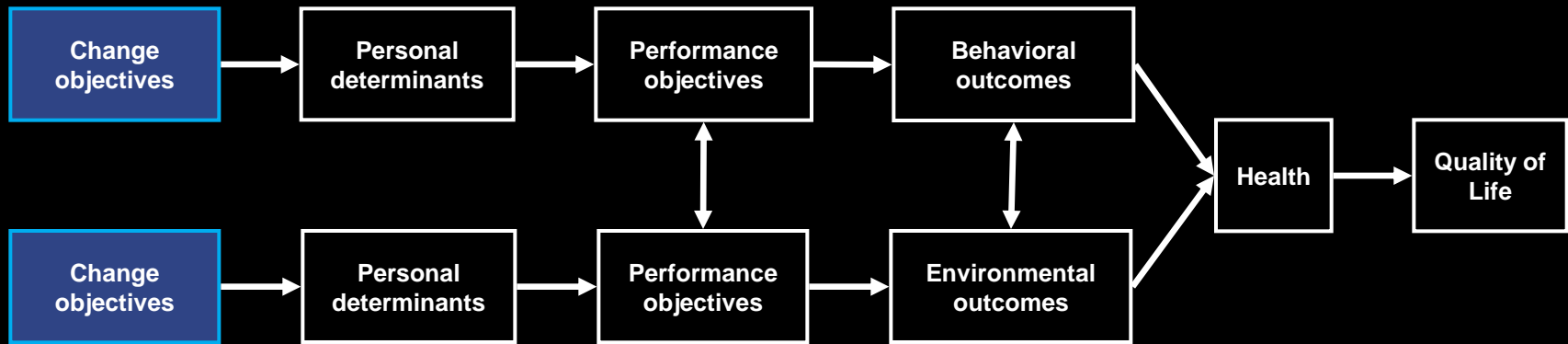
*Not all behavior is reasoned
action:*

- *Automaticity*
- *Habits*
- *Impulse control*



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

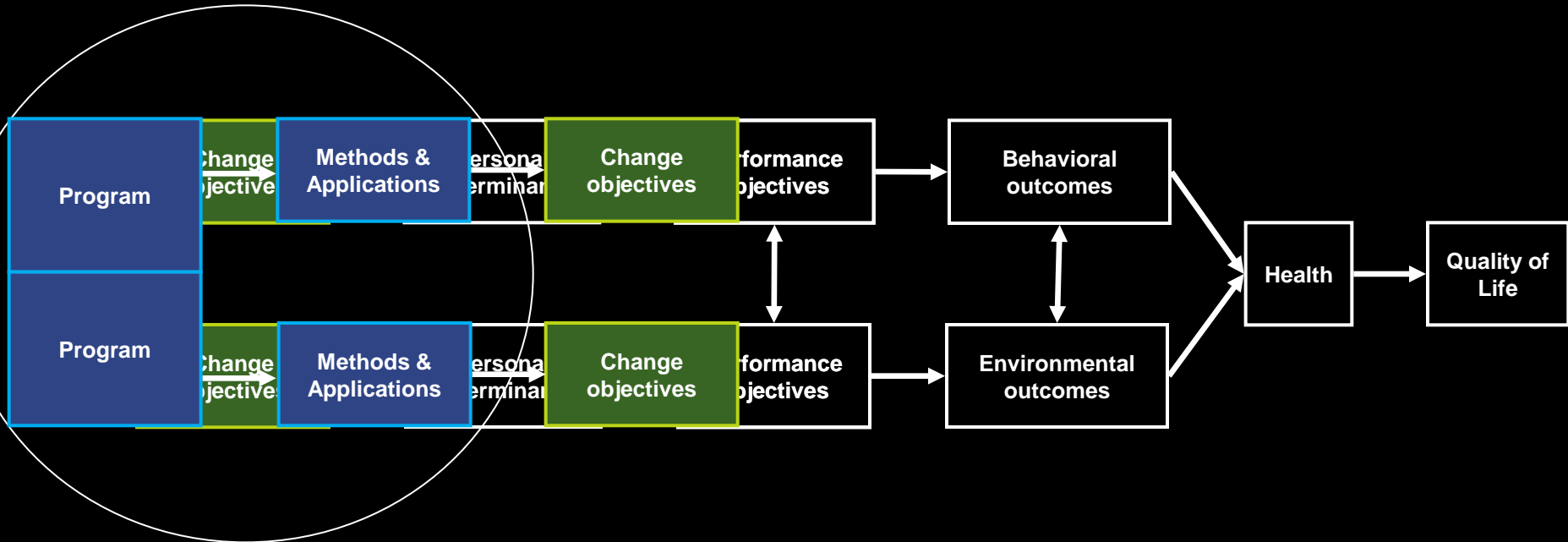
Change Objectives



- 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
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How? - Logic Model of Change



- **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.



- **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





Modeling Social Cognitive Theory	Provide an appropriate model being reinforced for the desired action





Advocacy and lobbying

Stage Theory of Organizational Change

Argue and mobilize resources on behalf of a particular change.
Giving aid to a cause; active support for a cause or position.



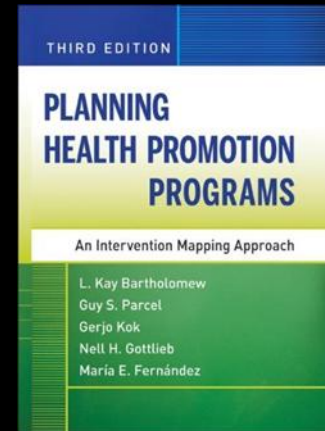


- Translating methods into applications demands sufficient knowledge of the theory behind the method, the conditions or parameters

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



- **Methods at 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



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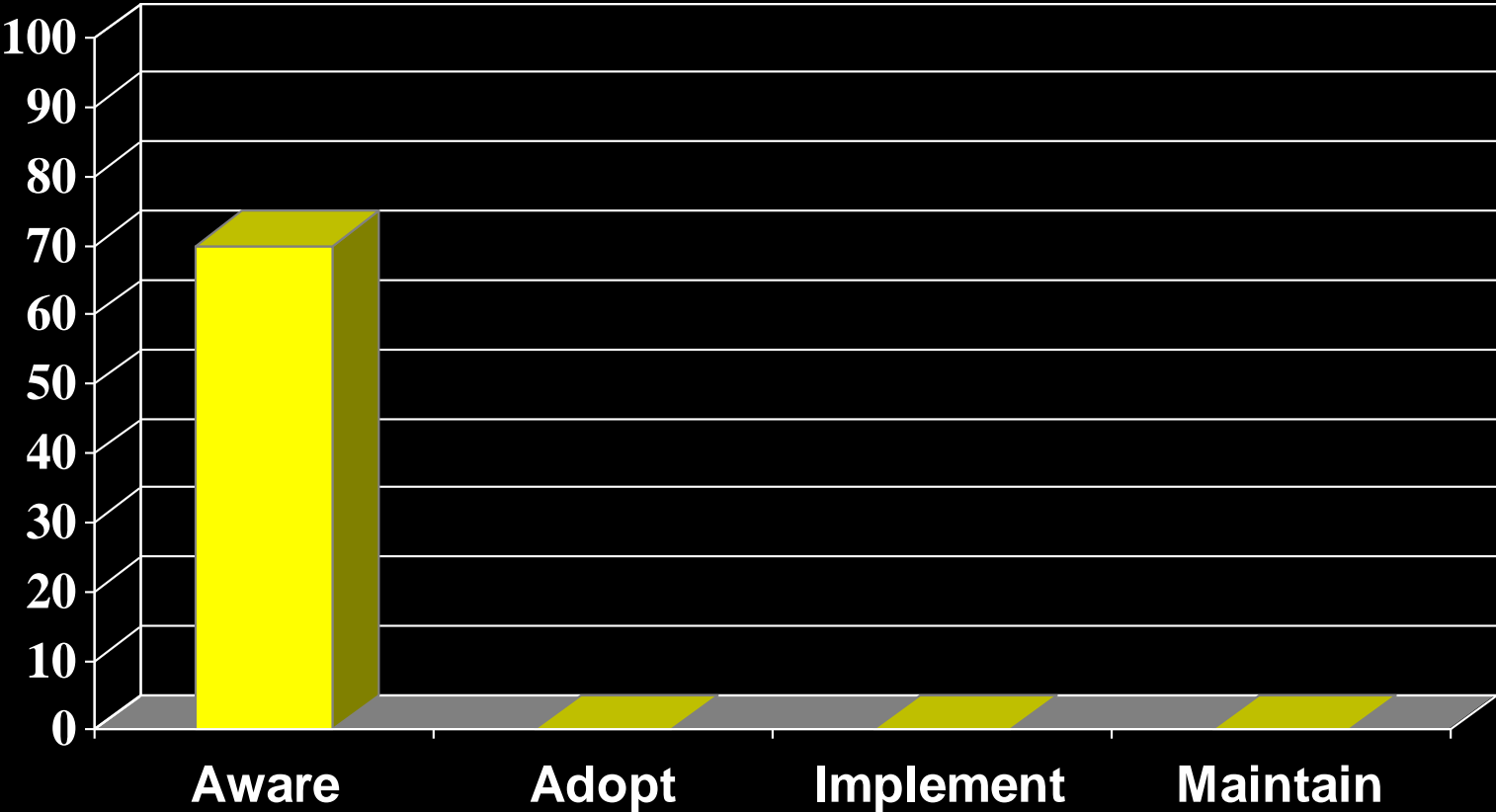
- Consult with participants
- Create program scope, sequence, themes, delivery channels, and materials
- Prepare design documents
- Review available materials and select appropriate materials
- Develop program materials: *Collaboration*
- Pretest program materials
- Oversee final production

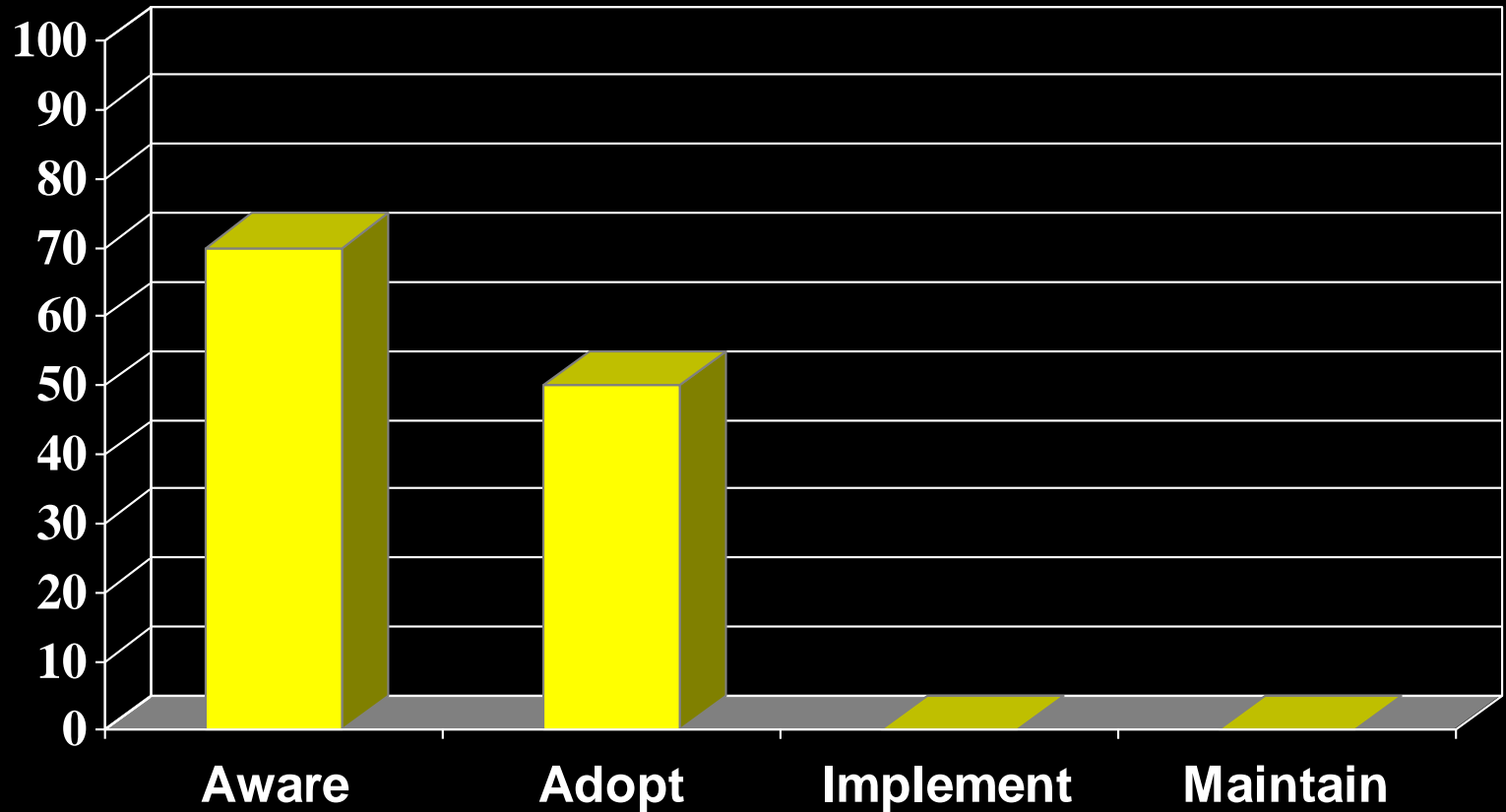
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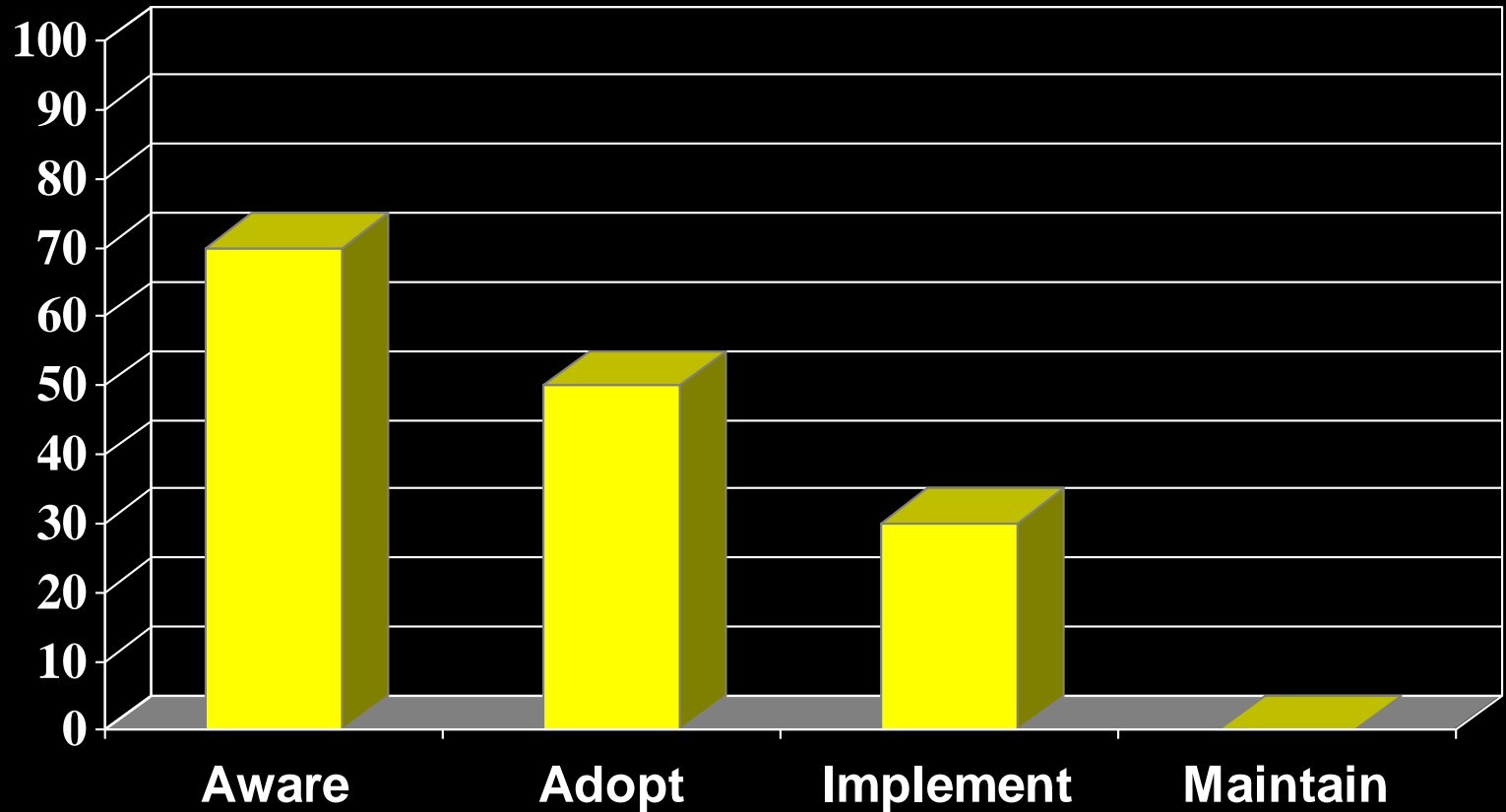
Evidence on Implementation Phases

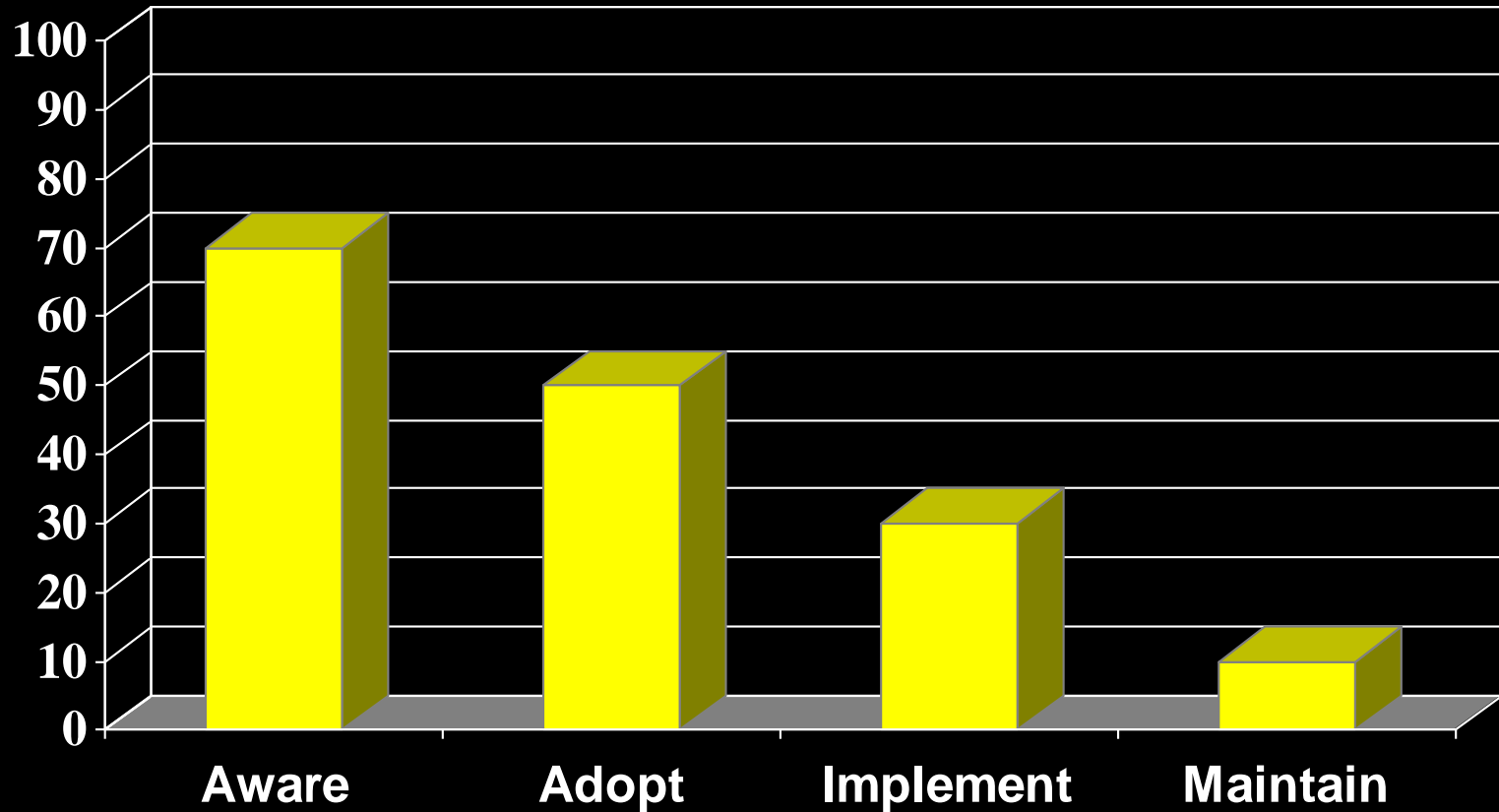


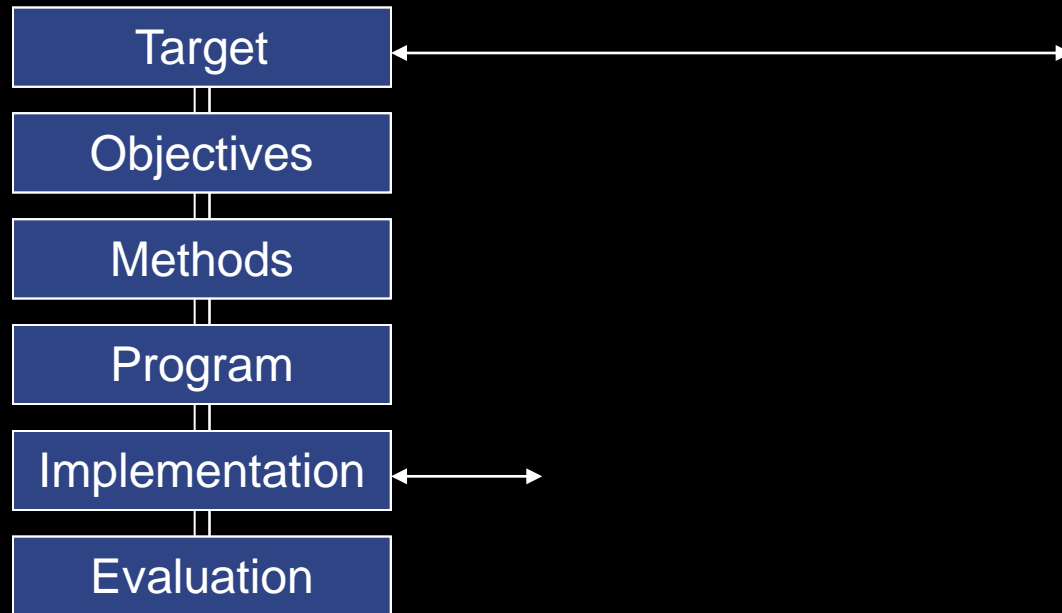
Evidence on Implementation Phases











- Needs Assessment
- Defining Program Objectives
- Selecting Methods and Applications
- Designing the Program
- Planning for Program Implementation
- **Planning for Program Evaluation**

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