

Health Promotion Strategies:
Taking a best practices approach
Week 11

*IMA Step 3: Selecting theory-informed
intervention methods & practical strategies*

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PLEASE NOTE: Some slides have been downloaded (with appreciation)
from the Intervention Mapping Online Resource website (at
<http://www.sph.uth.tmc.edu/chpr/interventionmapping/>)

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Class agenda

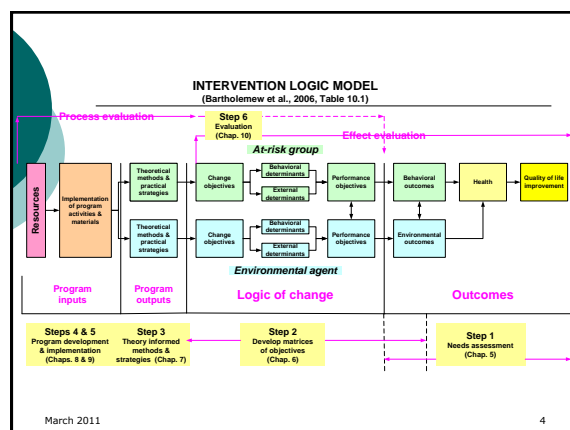
1. IMA Step 3: Selecting theory-informed intervention methods and practical strategies
2. Wrap up & preparation for next week's class

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Use of theory in Intervention Mapping Approach (Step 3)

STEP 3: identifying & using theory in addressing the determinants that hinder [or foster] achievement of performance objectives

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Six steps of the Intervention Mapping Approach

1. Conduct a needs assessment
2. Create matrices of change objectives based on the determinants of behavior and environmental conditions
3. **Select theory-based intervention methods and practical strategies**
4. Translate methods and strategies into an organized program
5. Plan for adoption, implementation and sustainability of the program
6. Generate an evaluation plan

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Step 3: Methods and Strategies

Task 1: Review program ideas with the intended participants and use their perspectives when identifying methods and strategies

Task 2: Use core processes to identify theoretical methods that can influence change in determinants and identify the conditions under which a given method is most likely to be effective

Task 3: Choose program theoretical methods

Task 4: Select or design practical strategies for applying the methods to the intervention program

Task 5: Assure that the final strategies [still] match the change objectives

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Methods and Strategies

A **Method** is a general process for influencing changes in the determinants of behavior and environmental conditions

A **Strategy** is a practical technique for the application of methods in ways that fit with the intervention group and the context in which the intervention will be conducted

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Continuum of Methods and Strategies

Continuum extends from abstract theoretical methods, through practical strategies, to organized programs with specified scope, sequence, and support materials

Example:

- "skills training" is a theoretical method
- a step-by-step instruction from a videotape with guided practice is practical strategy to deliver the skills training
- program would include descriptions of when and how the training would be delivered and supported.

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Core Processes for Identifying Theory-based Intervention Methods

1. Organize complete **list of change objectives** by determinants (the matrix columns)
2. **Formulate questions** about methods
3. **Brainstorm** provisional list of methods that may influence each determinant
4. **Topic approach**: Go to the literature related to the specific problem to identify evidence to support, refute, or add to list of methods
5. **Construct approach**: Review the list of methods, determinants, and objectives, and follow these constructs to theories
6. **General theories approach**: Review the list of methods for general theoretical patterns
7. Consider the need to collect **additional data** on methods through qualitative/quantitative research

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IMA Step 3: details & examples

STEP 3: identifying & using theory in addressing the determinants that hinder [or foster] achievement of performance objectives

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Test Your Methods and Strategies IQ

- ✓ Modeling
- ✓ Persuasion
- ✓ Guided practice
- ✓ Reattribution
- ✓ Role model stories
- ✓ Support groups
- ✓ Reinforcement
- ✓ Certificate of achievement
- ✓ Social comparison
- ✓ Fear arousal
- ✓ Patient counseling
- ✓ Stimulus control
- ✓ No-smoking signs
- ✓ Video presentation of learner attempts at skill
- ✓ Coping response planning

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Example of Working on Methods and Strategies

Change Objectives	Methods	Strategies
Express confidence in getting and understanding mammography results	Modeling	Modeling of woman receiving results of mammogram
Describe reasons for getting a mammogram every year	Persuasive communication	Promotora uses convincing language; gives both sides of argument; reiterates reasons for the test Role model stories
Expect to feel relieved after the cancer test	Modeling	Promotora gives testimonials of responses of women with sense of relief after testing

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Basic Methods at Individual Level

METHODS

- Participation
- Active learning
- Tailoring
- Individualization
- Feedback and reinforcement
- Facilitation

PARAMETERS FOR USE

- ✓ Accepting priority population as having equal status
- ✓ Time, information, and skills
- ✓ Tailor on behavior change (e.g., stage) or relevance (e.g., culture) factors
- ✓ Depends on personal communication that can respond to a learner's needs
- ✓ Individual, specific and follow the desired behavior closely in time
- ✓ Usually requires changes in the environment

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Methods to Increase Knowledge

METHODS

- Chunking
- Advance organizers
- Images
- Tailoring
- Discussion
- Active learning
- Cues
- Rehearsal

PARAMETERS FOR USE

- ✓ Labels or acronyms assigned to material to aid memory
- ✓ Outline concrete examples in front of what is to be learned
- ✓ Must use familiar physical or verbal images as analogies to less familiar process
- ✓ Can tailor information to concepts that the learner already has
- ✓ Requires listening to the learner to ensure that the correct schemas are activated
- ✓ Requires helping learners add something to the information to be remembered
- ✓ Same cues must be present at the time of learning and the time of retrieval
- ✓ More effective when elaborative: actively adding information

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Methods to Change Awareness and Risk Perception

METHODS

- Information about personal risk
- Scenario-based risk information
- Loss frame or gain frame
- Re-evaluation, self-evaluation, and consciousness raising
- Dramatic relief
- Fear arousal

PARAMETERS FOR USE

- ✓ Presented as individual, undeniable, congruent with actual risk, and cumulative; with qualitative and quantitative examples
- ✓ Plausible scenario with cause and outcome; imagery
- ✓ Loss frame for detection behaviors and gain frame for prevention behaviors
- ✓ Feedback and confrontation to raise awareness must be quickly followed by increase in problem-solving ability and self efficacy
- ✓ Counseling context will enable emotions to be aroused and subsequently relieved
- ✓ Requires high self efficacy expectations rather than high outcome expectations alone

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Example: Methods for Awareness, Risk – Translation to Strategies



Etienne (34): I never had condoms on me because I don't want to have sex just for the sex. First, I want to get to know someone. I met my second girlfriend at a rehabilitation centre. There wasn't anything going on yet. One evening we had a drink together. We ended up in bed and then it happened. Totally unexpected, so we had sex without a condom. Afterwards I thought about it, and I was full of regret. To reassure me she told me she had hepatitis C but not HIV. I took an HIV test anyway, three months after the sexual event. Fortunately, the result was good. But from now on, I want to be prepared. I will take into account I may end up having sex with someone without really having planned it. So, if I have a date again I will buy condoms in advance, to play it safe.

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Methods to Change Attitudes, Beliefs and Outcome Expectations

METHODS

- Belief selection
- Self re-evaluation
- Environmental re-evaluation
- Shifting perspective
- Arguments
- Direct experience
- Modeling
- Active processing of information
- Anticipated Regret
- Repeated exposure

PARAMETERS FOR USE

- ✓ Requires finding out current beliefs to choose belief on which to intervene
- ✓ Better to stimulate both cognitive & affective appraisal of self-image
- ✓ Target both cognitive & affective appraisal; improve appraisal, empathy skills
- ✓ Begin with perspective of learner
- ✓ Arguments new to the individual
- ✓ Experience with the behavior must have rewarding outcomes or that individuals can cope with and reframe negative outcomes
- ✓ Must ensure that the model is reinforced
- ✓ High motivation and high cognitive ability
- ✓ Must stimulate imagery
- ✓ Only when original attitude is neutral

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Methods for Social Influence

METHODS	PARAMETERS FOR USE
• Visible expectations	✓ Requires positive expectations to be available in the environment
• Building skills for resistance to social pressure	✓ Requires skill building for refusal skills; commitment to intention, relating behavior to values, and psychological inoculation against pressure
• Shifting focus	✓ Must shift focus to a new reason for performing the behavior
• Modeling and vicarious reinforcement	✓ Requires attention, remembrance, and skills
• Stimulate communication and mobilize social support	✓ Must combine caring, trust, openness, and acceptance as well as support for behavioral change

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Methods for Development of Skills, Capability, Self-Efficacy

METHODS	PARAMETERS FOR USE
• Modeling	✓ Requires attention, remembrance, skills, reinforcement; credible source, method, channel
• Guided practice	✓ Include sub-skill demonstration, instruction, enactment with feedback
• Enactment	✓ Depends on skills and feedback; should be a mastery experience
• Verbal Persuasion	✓ Requires credible source, method, and channel
• Physiological & affective change	✓ Must carefully interpret anxiety state management
• Reattribution training	✓ Requires counseling unstable and external attributions for failure
• Goal setting	✓ Requires commitment to goal and difficult goal within the individual's skill level
• Planning coping responses	✓ Must include identification of high-risk situations and practice of coping response

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Basic Methods at Higher Environmental Levels

METHODS	PARAMETERS FOR USE
• Participatory problem solving	✓ Series of steps: diagnosis, feedback, goal setting, action, ownership; training in leadership and consultation; requires culture that accepts development
• Advocacy (information, persuasion, negotiation)	✓ Form varies by environmental level, issue being addressed, power relationships; must match style and tactics of the collective
• Modeling	✓ Appropriate models will vary by level
• Skills training	✓ Nature of skills varies by environmental level
• Social support	✓ Decisions needed about type of support; must train social skills such as empathy and information giving
• Technical assistance	✓ Nature of technical assistance varies by environmental level
• Facilitating conditions	✓ Facilitating condition intervened on from other environmental level

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Methods to Change Social Norms

METHODS	PARAMETERS FOR USE
• Mass media role-modeling	✓ Refer to conditions for modeling; conditions for persuasive communication; must consider source and channel
• Entertainment -education	✓ Balance needs of media professional and need of health promoter
• Behavioral journalism	✓ Requires adequate role models from the community and elicitation interviews to describe the behavior and the positive outcomes
• Mobilizing social networks	✓ Requires presence of a network that can potentially support health behavior

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Methods to Improve Social Support

METHODS	PARAMETERS FOR USE
• Linking members to new networks (e.g., mentor programs, buddy systems and self-help groups)	✓ Willingness of networks to reach out; availability of networks that can provide appropriate support and linkage agents
• Enhancing competence of existing network members	
• Use of lay health workers	✓ Natural helpers in community have opinion leader status and volunteer for training;

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Methods to Create Health-promoting Organizations

METHODS	PARAMETERS FOR USE
• Model availability	✓ Conditions for models at organizational level, i.e. identification with model organization
• Team building/human relations training	✓ Compatible with the culture
• Technical assistance	✓ Compatible with the culture; skills of the consultant
• Organizational advocacy	✓ Must be matched to stage: Information and motivation in the earlier stages; skills training and reinforcement in the later stages

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Methods to Create Health-promoting Communities

METHODS	PARAMETERS FOR USE
• Reflection-action-reflection	✓ Being with the people in the community
• Small group discussion	✓ Safe environment, participation
• Conscientization: Question posing, self-disclosure	✓ Safe, participatory environment, critical stance, caring dialogue
• Grass-roots organizing	✓ Starting where the community is
• Professional organizing	✓ Starting where the community is
• Forming coalitions	✓ Collaboration across various agendas; attention to partnership development stages
• Lay health worker organizations	✓ Natural helpers with opinion leader status in social network; volunteer for training
• Framing to shift perspectives	✓ Must match with culture, alter meaning of concepts, and point to action
• Media advocacy	✓ Getting media to accept a story and shifting how responsibility for the problem is handled in the story

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Methods to Create Healthful Public Policy

METHODS	PARAMETERS FOR USE
• Policy advocacy	✓ Information, persuasion, and negotiation; timing, resources; advocacy coalitions
• Media advocacy	✓ Requires both getting media to accept a story and shifting how responsibility for the problem is handled in the story
• Tailoring to issue initiation	✓ Must match the model by which the issue is getting on the agendas: outside initiative, inside-initiative, or mobilization models
• Timing to coincide with policy windows	✓ Consider politics, problems, and policies

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Step 3: Task 4: Select/design practical strategies for application the methods to the intervention program

“Stick to the theoretical parameters”

“CHALLENGE: “To design creative intervention strategies that fit the context and characteristics of the program participants while ensuring that the strategies also address the parameters for the selected methods” (Bartholomew et al., p. 346)

For example, see Table 7.19

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