

Health Promotion Strategies: Taking a best practices approach

Week 3 *Introduction to the Intervention Mapping Approach*

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Class agenda

1. Checking in; housekeeping
2. Selection of issues/community responses for assignments
3. Introduction to *The Intervention Mapping Approach*

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Selection of assignment issues and responses

How are we doing?

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Making IMA easier: Moving from problem & solution trees to IMA

Integrating the problem/solution
tree approach and the IMA

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Getting into intervention planning: The Problem & Solution Trees Approach (Snowden et al., 2008)

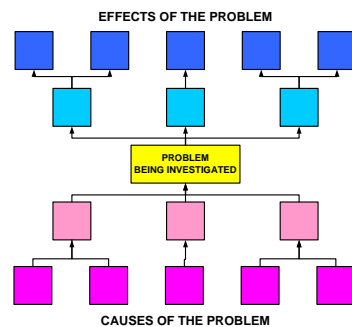
1. What are the problem & solution trees?
2. What do they tell us? How can they help?
3. How do they relate to the IMA?

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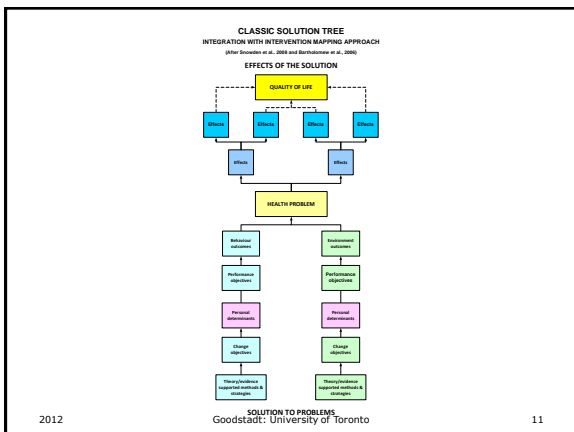
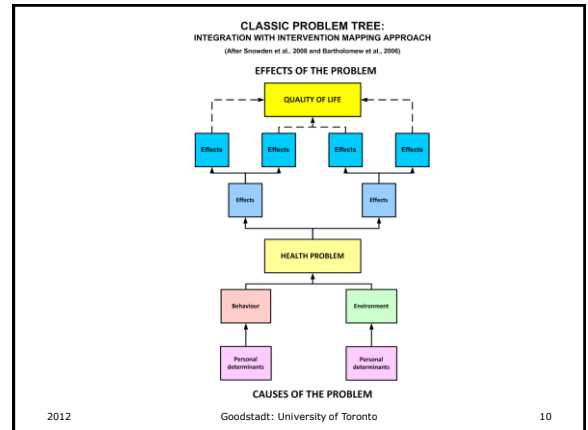
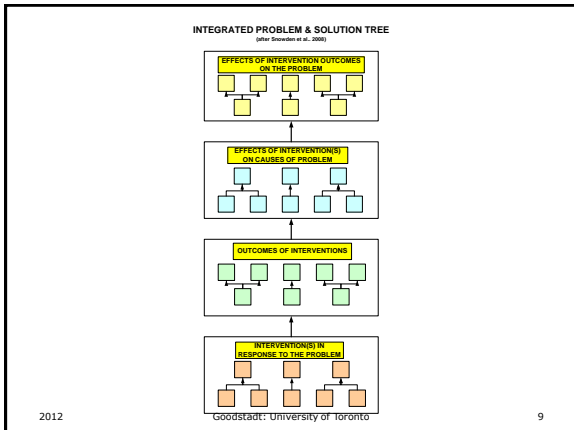
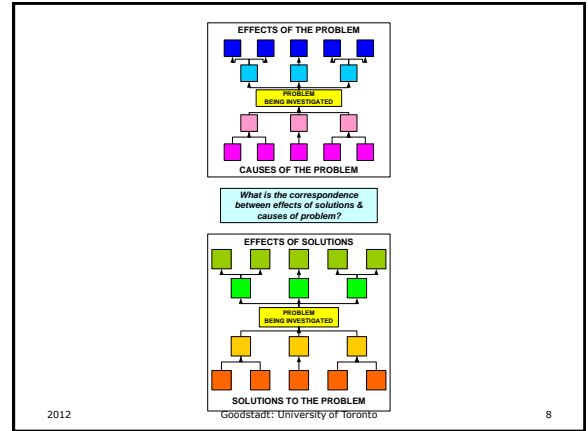
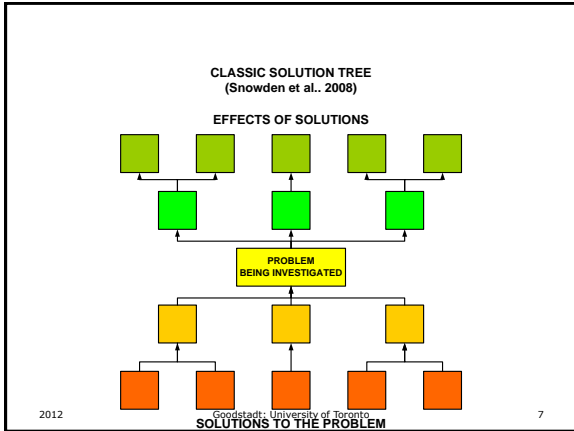
CLASSIC PROBLEM TREE
(Snowden et al., 2008)



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How do we make the best decisions possible in planning, implementing & evaluating health promotion practice?

The Intervention Mapping Approach:
Setting the stage
(Bartholomew et al., 2006)

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The IMA: Historical roots

1. Motivation for the IMA
2. Continuing from where PRECEDE-PROCEED left off: i.e., what to do after undertaking an analysis of an issue

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Motivation for developing the Intervention Mapping Approach

Intervention Mapping Approach development was stimulated by questions to which couldn't find answers from health education & health promotion resources re:

1. Theory
2. Evidence
3. Effectiveness
4. Taking an ecological approach

However, goal was to describe & clarify the processes that have been used to create effective interventions—not to create a new process

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Students' frequently asked questions (Bartholomew et al., 2006, p. xvi)

1. **Theory**
 1. When in the planning process do I **use theory** to guide my decisions?
 2. How do I know which **theory** to use?
2. **Evidence:** How do I make use of the experience of others & the results of other program evaluations?
3. How do I decide **which interventions** to use?

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Students' frequently asked questions (Bartholomew et al., 2006, p. xvi)

5. How to move from goals & objectives to **methods and specific intervention strategies?**
6. **Implementation:** How to link program design with planning for program **implementation?**
7. **Change agents:** How to address changing the behaviour of people in the environment who are not at risk for the health problem themselves, but are important to changing conditions that affect those at risk?

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The PRECEDE/PROCEED Model Lawrence W. Green & Marshall W. Kreuter

PRECEDE

P = predisposing
R = reinforcing &
E = enabling
C = constructs in
E = educational/
ecological
D = diagnosis &
E = evaluation

PROCEED

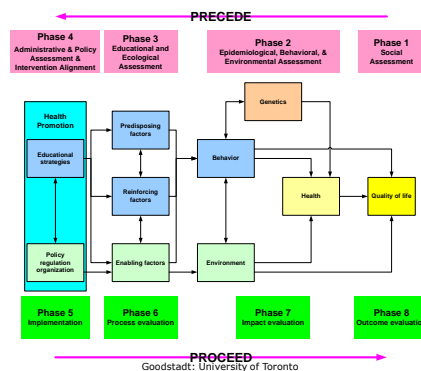
P = policy
R = regulatory &
O = organizational
C = constructs
E = educational &
E = environmental
D = development

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PRECEDE-PROCEED MODEL (4th ed. Green & Kreuter, 2005)



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Intervention Mapping Approach

1. **Six steps:** Iterative planning, implementation & evaluation cycle (Figure 1.2)
2. **Six socio-ecological levels** (interactive) (Figure 1.1)
3. **Six core processes** in planning and implementation (pages 25-33)

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Six steps of the Intervention Mapping Approach

1. Conducting a needs assessment
2. Creating matrices of change objectives based on the determinants of behavior and environmental conditions
3. Selecting theory-based intervention methods and practical applications
4. Translating methods and applications into an organized program: producing program components & materials
5. Planning for adoption, implementation and sustainability of the program
6. Planning for evaluation

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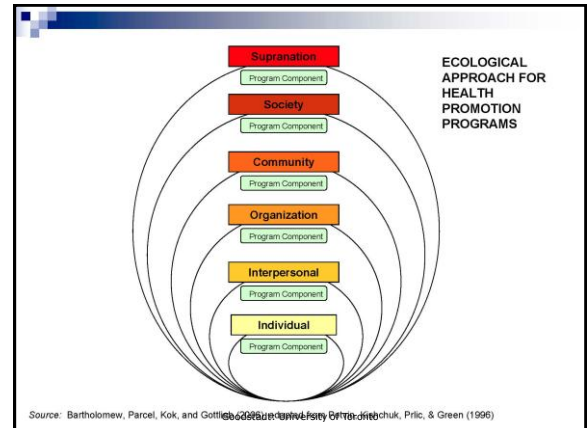
Six interacting levels of the ecological approach in HP programs (Figure 1.1)

1. Individual
2. Interpersonal
3. Organization
4. Community
5. Society
6. Supra-nation (global)

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Six core processes (Bartholomew et al., 2011, pp 25-33)

1. Posing planning problems as questions
2. Brainstorming or free-associating answers to planning questions, & using current planning group knowledge
3. Searching the literature for empirical evidence & evaluating the strength of the evidence
4. Accessing & using theory
5. Conducting new research for unanswered questions in the planning process
6. Developing the final summary of answers to the posed questions

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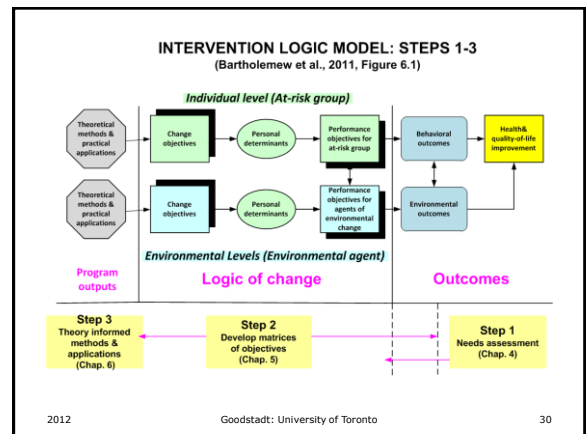
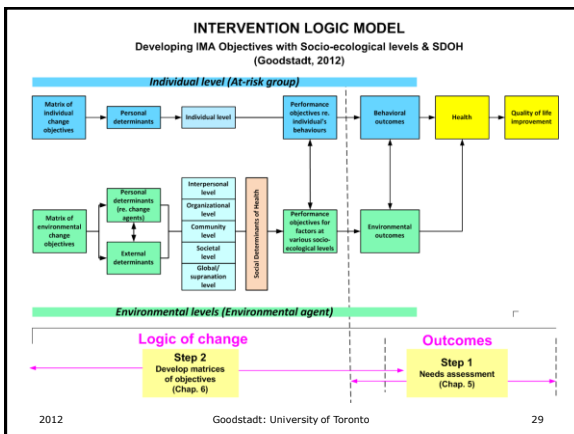
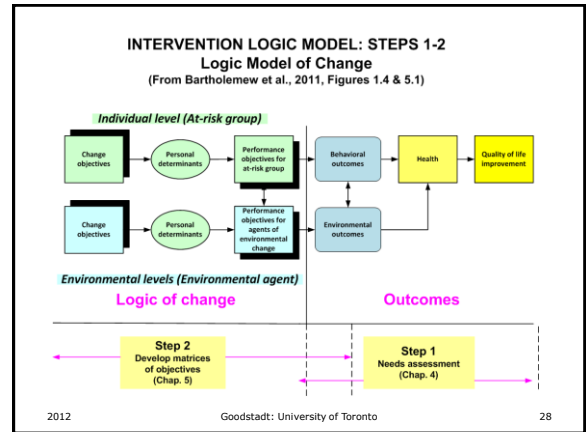
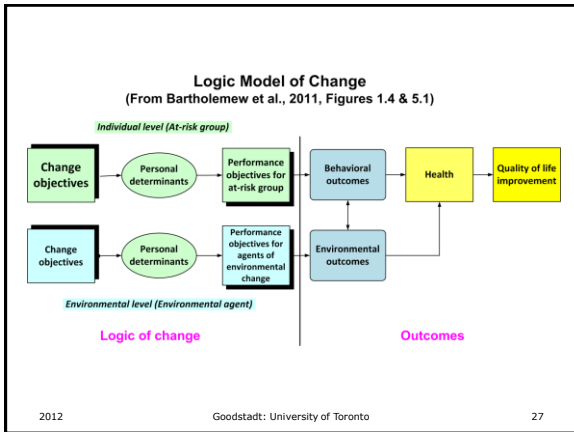
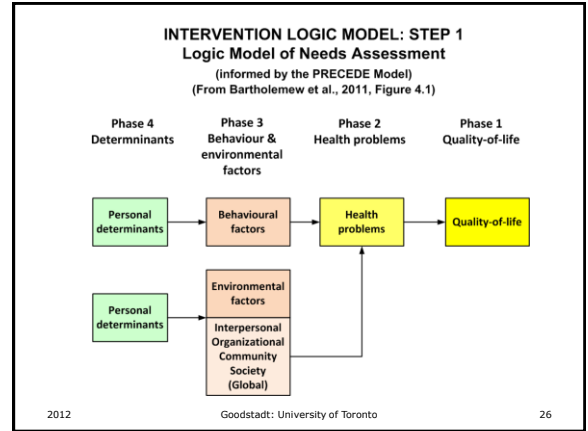
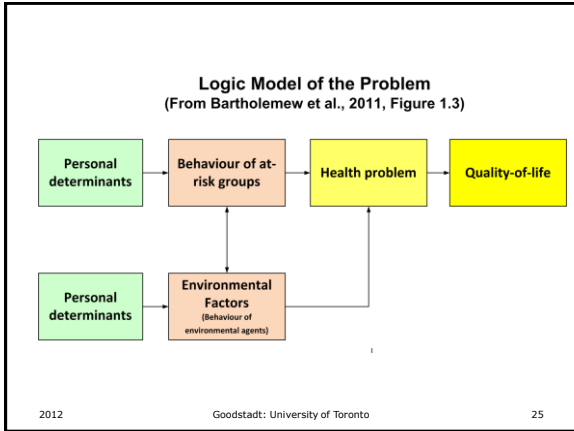
IMA Six steps: Logic models

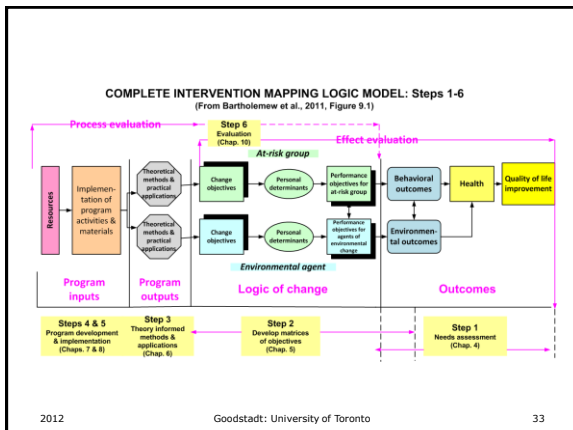
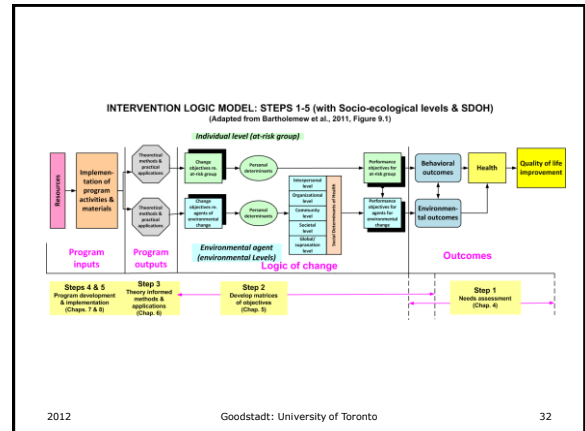
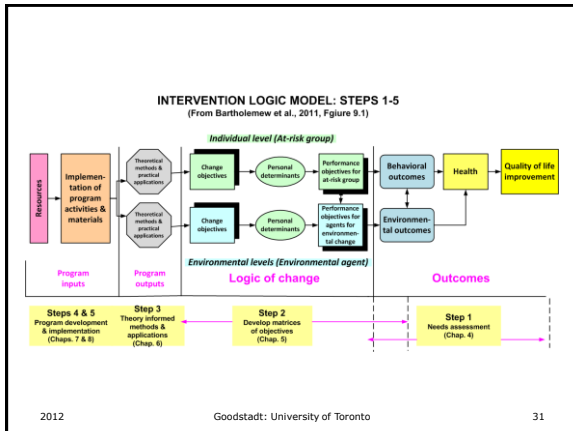
Learn to love IMA logic models!

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Objectives from the needs assessment

Type of objective	Definition
1. Quality of life outcomes	1. What will change in terms of quality of life?
2. Health outcomes	2. What will change in terms of the health problem? By how much? Among whom? By when?
3. Health-related behavior outcomes	3. What health related behavior will change?
4. Health-related environmental outcomes	4. What environmental conditions will change

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Other Intervention Mapping Objectives

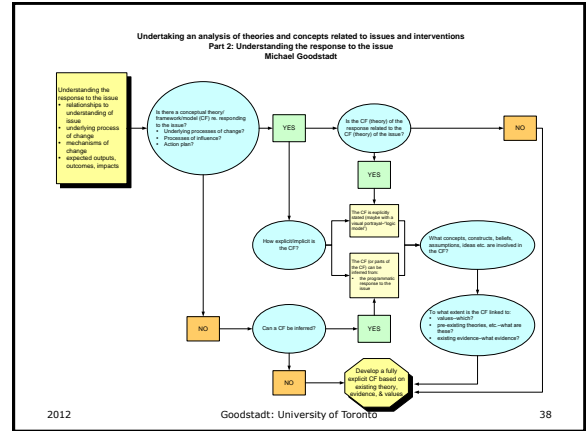
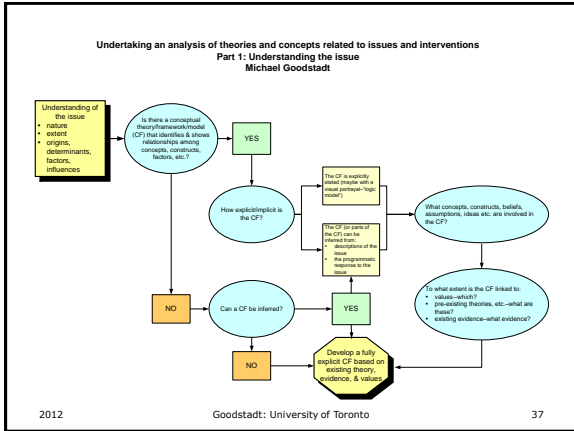
Type of objective	Definition
1. Performance Objectives	1. What the at-risk group members or environmental agents must do to accomplish the health-related behaviors or environmental conditions
2. Change Objectives	2. The combination of the performance objectives with their determinants
3. Performance Objectives (adoption, implementation, sustainability)	3. What the program adopters and implementers must do to use and continue the program
4. Change Objectives (Adoption, Implementation, Sustainability)	4. The combination of the performance objectives with their determinants for program adoption, implementation and sustainability

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Analyzing theories & concepts underlying interventions

- Theories of the problem:** Understanding the issue & processes of change
- Theories of action:** Understanding the response to the issue

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Next week's assignments

1. Readings
2. Exercise
3. Website updates

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