

Health Promotion Strategies: Week 5 Needs Assessment & Identifying goals & objectives [IMA Steps 1 & 2]

Michael Goodstadt Ph.D., C.Psych.
MPH Program in Health Promotion
Dalla Lana School of Public Health
University of Toronto

PLEASE NOTE: Some slides have been downloaded (with appreciation) from the Intervention Mapping Online Resource website (at <http://www.sph.uth.tmc.edu/ihpdr/interventionmapping/>), and from online presentations by John Garcia and Larry Green

February 2010 1

Class agenda

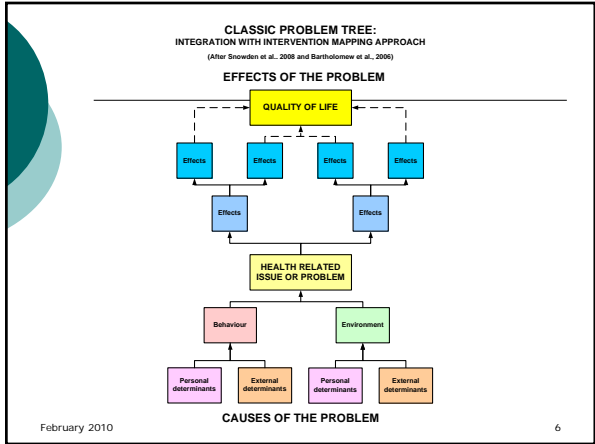
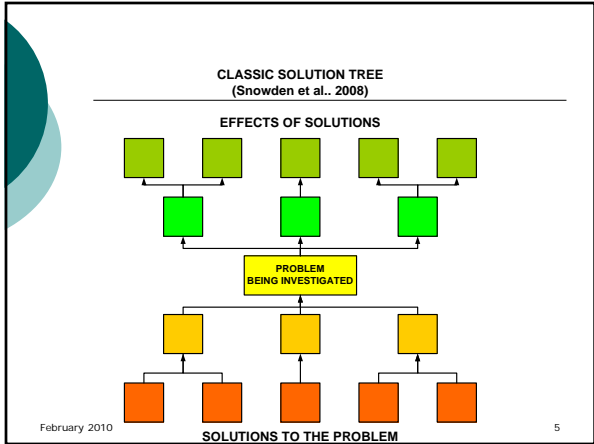
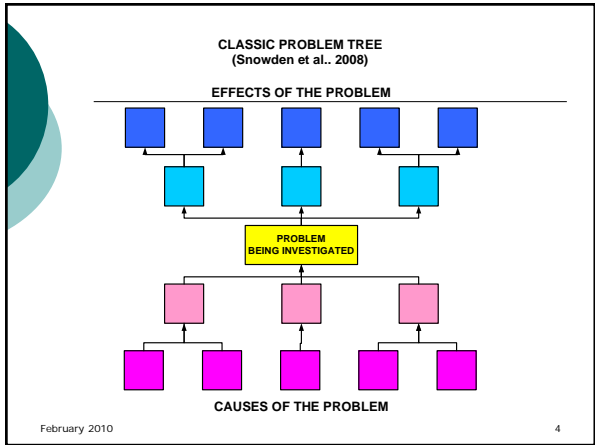
1. Checking in
2. Small group presentation re. TTM & PAPM
3. IMA: Steps 1 & 2 (Needs assessment & identification of change objectives)
 1. Class exercise: Problem/Solution Trees
 2. Transition to IMA
4. Review IMA
 1. Insights re. the IMA

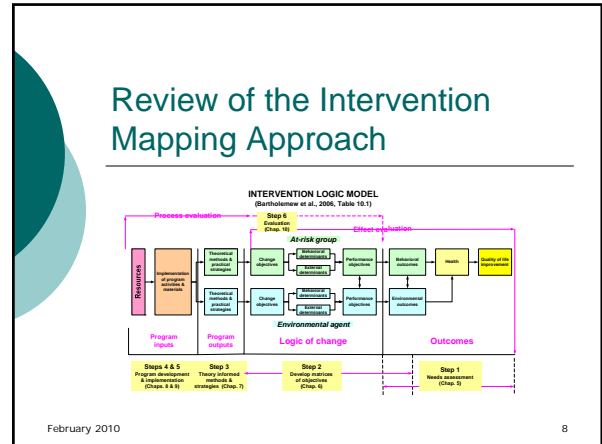
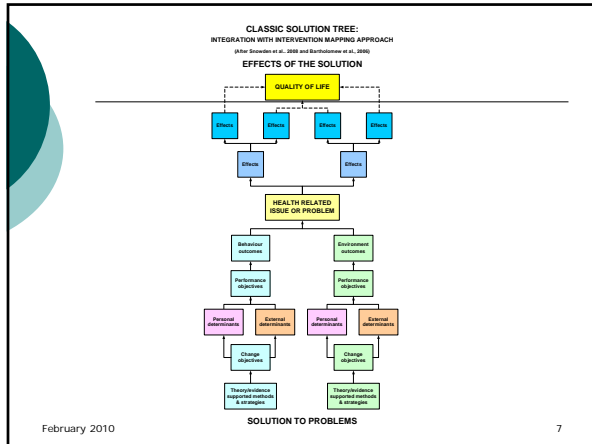
February 2010 2

Making it easier for ourselves: Problem & solution trees

Integrating the problem/solution tree approach and the Intervention Planning Approach

February 2010 3





Motivation for developing Intervention Mapping Approach

1. Responding to practitioners', interventionists', & students' needs
2. Students' frequently asked questions

February 2010

9

IMA: responding to practitioners', interventionists', & students' needs

- o Intervention Mapping Approach development was stimulated by questions to which the authors couldn't find answers from health education & health promotion resources re:
 - Theory
 - Evidence
 - Effectiveness
 - Taking an ecological approach
- o However, the goal was to describe & clarify the processes that have been used to create effective interventions—not to create a new process

February 2010

10

Students' frequently asked questions (Bartholomew et al., 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?

February 2010

11

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

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?

February 2010

12

Intervention mapping: three guiding frameworks

1. Six iterative steps
2. Six interacting socio-ecological levels
3. Six core processes

February 2010

13

Intervention mapping: three guiding frameworks

1. **Six iterative steps** in the planning, implementation and evaluation cycle: involving (Figure 1.2)
2. **Six levels of the socio-ecological** (interactive) approach (Figure 1.1)
3. **Six core processes** for using theory, literature, and new data—in all steps (Figure 2.1)

February 2010

14

Six iterative 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

February 2010

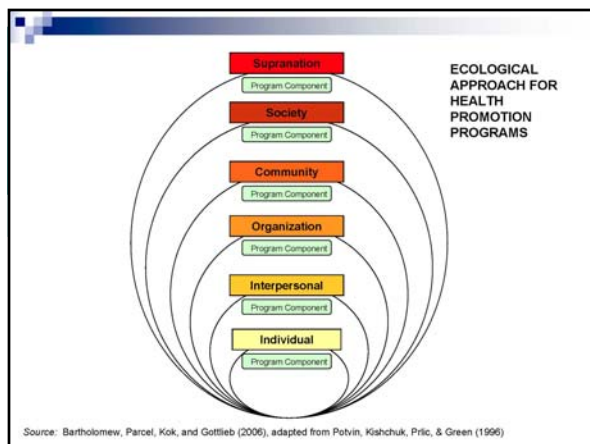
15

Six interacting levels of the ecological approach (Figure 1.1)

1. Individual
2. Interpersonal
3. Organizational
4. Community
5. Societal
6. Supranational

February 2010

16



Six core processes: How to use theory, literature & data (Figure 2.1)

1. Pose the question
2. Brainstorm a provisional list of answers
3. Review the literature related to the *topic* at hand
(Some of the findings will be strictly empirical; others will be based on theory)
4. Review the literature for theory using the *concept* and *general theories* approaches
5. Assess and address needs for new research
6. Formulate a working list of answers to the posed question (based on relevance & changeability)

February 2010

18

IMA Step 1: Needs Assessment

February 2010

19

IMA Step 1: Needs Assessment

Task 1: Establish a planning group that includes potential program participants and plan the needs assessment

Task 2: Conduct the needs assessment using **PRECEDE** to analyze health and quality of life problems and behavioral and environmental causes

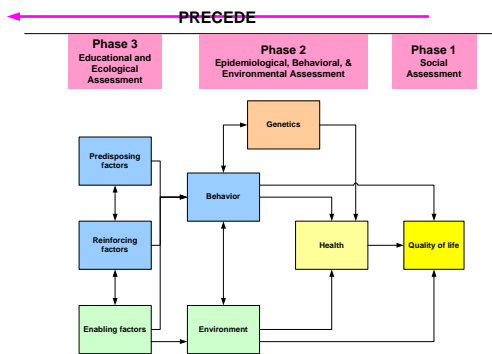
Task 3: Balance a needs assessment with an assessment of community capacity

Task 4: Link the needs assessment to evaluation planning by establishing desired program outcomes

February 2010

20

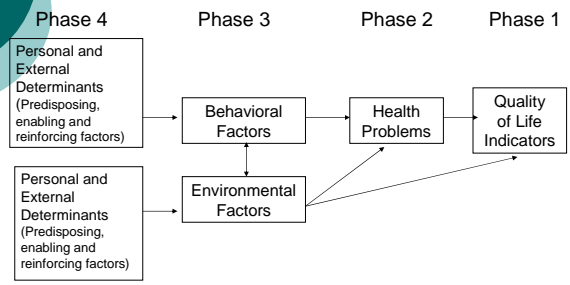
PRECEDE-PROCEED MODEL (4th ed. Green & Kreuter, 2005)



February 2010

21

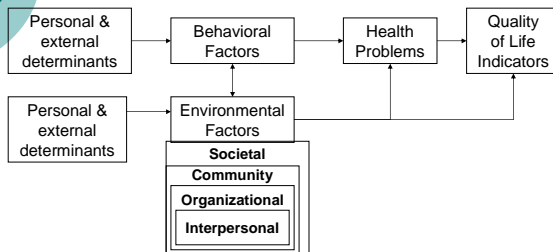
Planning the needs assessment with a logic model adapted from PRECEDE



February 2010

22

IMA: What needs to change to make a difference re. health problems?



February 2010

23

IMA Step 2: Preparing Matrices of Change Objectives

February 2010

24

IMA Step 2: Preparing Matrices of Change Objectives

- Task 1:** State expected change or program **outcomes** for health-related behavior and environmental conditions
- Task 2:** Subdivide behavior and environmental conditions into **performance objectives**
- Task 3:** Select important and changeable **personal and external determinants** of behavior and environmental conditions
- Task 4:** Create a **matrix of change objectives** for each level of intervention planning (individual, interpersonal, organizational, community, and societal) by crossing performance objectives with determinants and writing change objectives

February 2010

25

Creating a matrix of change objectives

	Determinant 1	Determinant 2
Performance objective 1	change objective	change objective
Performance objective 2	change objective	change objective

February 2010

26

Performance objectives (What needs to "change" to achieve health outcomes)	Determinants (factors) influencing achievement of "performance objectives"						
	Personal determinants (examples)			External determinants (examples)			
	Perceptions	Attitudes	Self efficacy	Social norms	Policies	Political support	Access to resources
Re. "at risk" individual							
Perf. Obj. #1	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.
Perf. Obj. #2	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.
Perf. Obj. #3	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.
Re. environmental change agents (at all socio-ecological levels)							
Perf. Obj. #4	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.
Perf. Obj. #5	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.
Perf. Obj. #6	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.	Change obj.

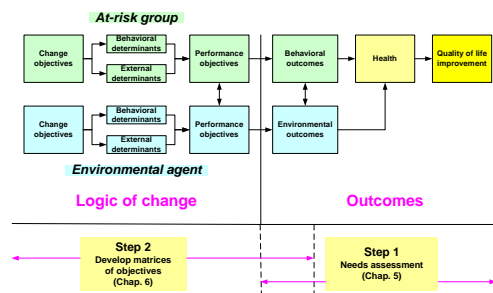
Example: partial matrix for condom use (re. individual performance objectives)

Performance Objectives	Knowledge	Risk Perception	Self-Efficacy
1. Plan condom use	K.1. Describe use of condoms in preventing HIV/STD, pregnancy	RP.1. Describe how lack of planning increases risk of pregnancy, HIV/STD	SE.1. Talk about being confident to plan ahead for using condoms
2. Buy a condom	K.2. Identify places 2a.ii. List condom types		SE.2. Talk about feeling confident about buying a condom
3. Carry condoms	K.3. List different ways to carry condoms	RP.3. Describe how not carrying a condom increases risk	SE.3. Talk about feeling confident about carrying condoms

February 2010

28

INTERVENTION LOGIC MODEL (Bartholemew et al., 2006, Table 10.1)



February 2010

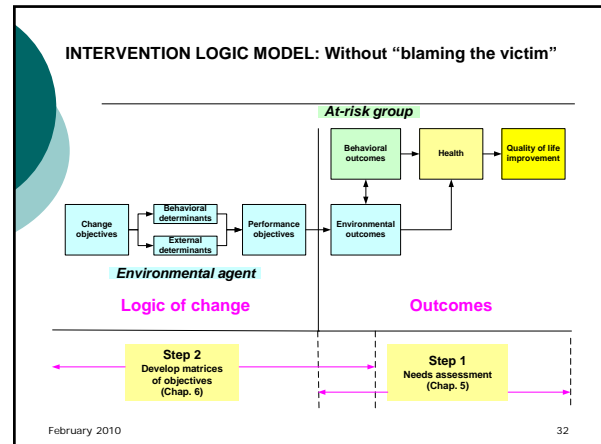
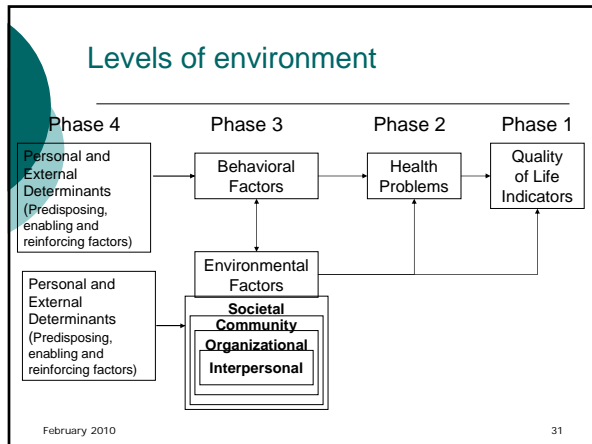
29

Social Determinants of Health

How might the SDOH fit with the Intervention Mapping Approach?

February 2010

30



Concepts: Population health

"An approach to health that aims to improve the entire population and to reduce health inequities among population groups. In order to reach these objectives, it looks at and acts upon the broad range of factors and conditions that have a strong influence on our health" (PHAC)

February 2010 33

Concepts: Determinants of health

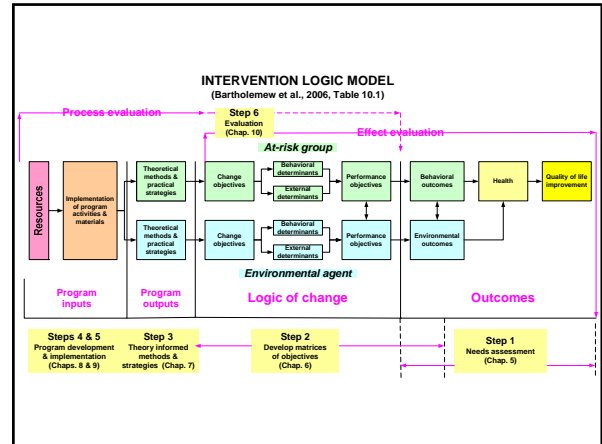
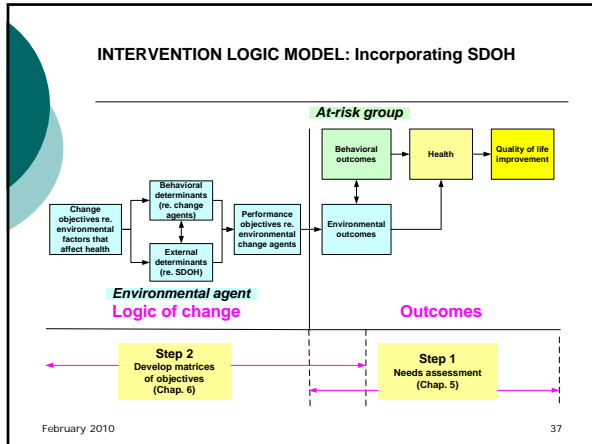
"The range of personal, social, economic and environmental factors which determine the health status of individuals or populations."

(WHO Health Promotion Glossary)

February 2010 34

- ### Key determinants of health (PHAC)
- http://www.phac-aspc.gc.ca/ph-sp/phdd/determinants/index.html#key_determinants
- | | |
|----------------------------------|--|
| 1. Income and Social Status | 7. Personal Health Practices and Coping Skills |
| 2. Social Support Networks | 8. Healthy Child Development |
| 3. Education and Literacy | 9. Biology and Genetic Endowment |
| 4. Employment/Working Conditions | 10. Health Services |
| 5. Social Environments | 11. Gender |
| 6. Physical Environments | 12. Culture |
- February 2010 35

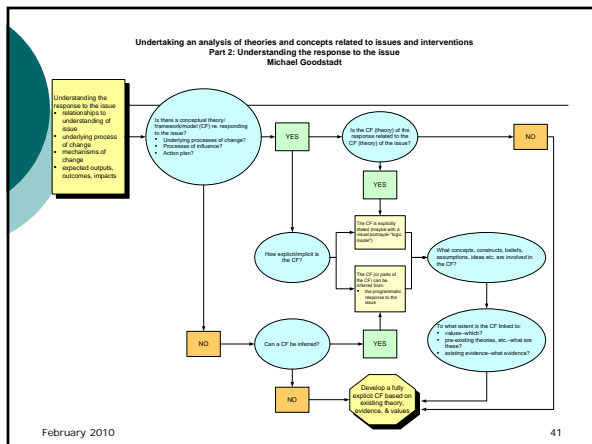
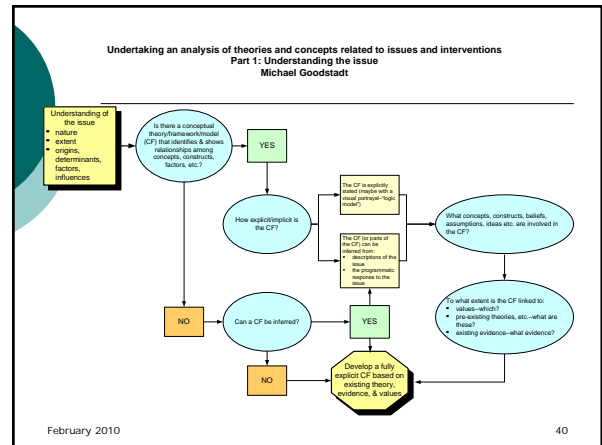
- ### Other determinants of health (CPHA, 1996)
- Gap between rich & poor
 - Discrimination
 - Life-long learning opportunities
 - Meaningful work opportunities with some control over decision-making
 - Social relationships that respect diversity
 - Freedom from violence or its threat
- February 2010 36



Analyzing theories & concepts underlying interventions

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

February 2010 39



Preparing for next week: re. identifying goals & objectives in HP practice

Required readings:

- Bartholomew et al. (2006):** Chapters 2 (again re. theory); **Chapter 7**
- Glanz et al. (2008):** Chapters 2, 7, 12, 17, 22 (these are very helpful overview chapters) (responsibility for knowing about individual theories will be shared among class members)
- Parker, E. A., Baldwin, G. T., Israel, B., & Salinas, M. A. (2004).** Application of Health Promotion Theories and Models for Environmental Health.
- Pasick, R. J., Burke, N. J., Barker, J. C., Joseph, G., Bird, J. A., Otero-Sabogal, R., et al. (2009).** Behavioral Theory in a Diverse Society: Like a Compass on Mars.

February 2010 42



Preparing for next week: re. identifying goals & objectives in HP practice (cont.)

Preparatory exercise:

- **Develop a conceptual/logic model** that identifies/portrays the theoretical constructs underlying the community-based response/intervention related to your chosen issue:
 - **“Theory of the issue/problem”** and
 - **“Theory of change/influence”** in response to the issue
(see Bartholomew, pp. 25-26)