


Core Processes

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Planning Health Promotion
Programs: An Intervention Mapping
Approach



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Core processes for accessing theory and evidence in intervention planning

- Pose a question
- Brainstorm provisional list of answers
- Review literature related to topic
- Access and use theory
- Conduct new research and acquire new data
- Formulate final answers

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Pose a question

Formulate or reformulate the question

- What is the problem? (health problem)
- To whom is it a problem? (priority population)
- What might be the causes of the problem? (behavior, environment)
- Why do people do/not do the behavior? (determinants)
- Why do people maintain/change the environmental conditions? (determinants)
- How can individuals and environmental agents change the behavior or environmental condition? (methods, strategies)

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Brainstorm provisional answers

- ◆ Why might sexually active adolescents use condoms?
- ◆ Why do sexually active adolescents have unprotected sex?

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Why do sexually active adolescents have unprotected sex? Answers from initial brainstorming

Personal determinants

- ✓ Lack of knowledge of HIV transmission
- ✓ Lack of knowledge of STDs
- ✓ Perceived group norm as not using
- ✓ Perceived lack of benefits of condoms
- ✓ Negative attitudes toward condom use
- ✓ Experience with condom use
- ✓ Lack of salience – not knowing someone with AIDS

External determinants

- ✓ Partner's lack of insistence on condom use
- ✓ Mass media portrayal of unprotected sexual activity
- ✓ Lack of availability of condoms

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Review literature related to topic

Systematic review

- Use the research question to plan a search
- Define criteria for including/excluding studies
- Specify electronic data bases
- Specify search terms
- Decide on non-electronic search strategies
- Document the search strategies
- Present data in "evidence tables"
- Consider effect sizes not just statistical significance

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Accessing and using theory

Three approaches to search literature for applicable theories

- Topic
- Concept/Construct
- General Theories

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Topic-related approach

- Theories that were used to research the topic
- Theories that were used to research similar or related topics
- Add and remove items from the provisional list

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Concept-related approach

- Start with concepts in provisional list
- Track concepts to theoretical constructs
- Track theoretical constructs to theories
- Add and remove concepts to the provisional list

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General theories approach

- Review familiar theories
after
- You have applied the other two approaches

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Criteria for answers

- All suggestions are useful
- Plausible?
- Is it a process?
- Can it be presented in a model?

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Why do sexually active adolescents have unprotected sex? Additions from the topic approach

Personal Determinants

- ✓ Alcohol and drug use
- ✓ Lack of anticipation of sexual encounter

External Determinants

- ✓ Living in a poor neighborhood
- ✓ Lack of parental supervision
- ✓ Coercive relationship
- ✓ Association with deviant peers

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Why do sexually active adolescents have unprotected sex? Additions from theory

Personal Determinants

The provisional list lead to a number of constructs from the Theory of Planned Behavior

- ✓ Lack of intention to use condoms
- ✓ Subjective norms – perception that significant other does not expect condom use and motivation to comply
- ✓ Low self-efficacy or behavioral control for applying condoms and negotiating condom use

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Conduct new research

Pose remaining question(s)

Qualitative methods

- Ethnographic interviews, focus groups, problem-posing methods, nominal group process, photovoice

Quantitative methods

- Surveys, disease registries

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Formulate final answers

- Relevance = Strength of associations
- Changeability = How easy to influence

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Child restraint devices: Posing the question

Still many accidents without child restraint. Initial question was

- Why do CRD promotion interventions fail?

What is wrong with this question?

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Child restraint devices (CRDs): Posing the question

Reformulate the question to better understand the logic of the problem cause

- ▶ Why is it that parents do not always use CRDs?

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CRDs: Provisional answers

- ▶ Never heard of CRDs
- ▶ Do not know that CRDs protect
- ▶ Think they can prevent injury in other ways
- ▶ Think they do not run risks
- ▶ Practical problems such as two cars
- ▶ Inconsistent use
- ▶ Level of education

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Searching the literature by topic

- ▶ Stating the review question: Why do parents fail to use CRDs
- ▶ Very little literature
- ▶ Also searched seat belt use
- ▶ Mostly descriptive: prevalence, risk factors,
- ▶ Some literature on the effects of regulation
- ▶ No theory

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Accessing and using theory

- ▶ Topic-related approach uncovered no theory-informed studies
- ▶ Concept-related approach found that parents understand the risk, but think that they can prevent it
- ▶ General theories approach - Precaution – Adoption Model (Weinstein)
control
optimistic bias

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Revised model

- ▶ Don't know about it – deleted for lack of plausibility
- ▶ Perception of risk – however overestimate control and have optimistic bias
- ▶ ?????? Need new research

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New data from priority population

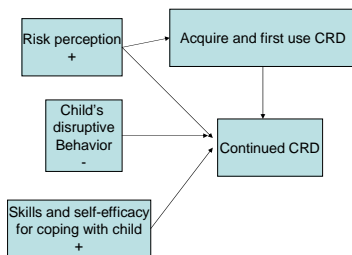
Parent survey regarding CRD use

- ▶ Child acts up
- ▶ Parents lack skills to manage child
- ▶ Parent self-efficacy decreases
- ▶ Behavior is both new use and continued use

(Pieterse et. al., 1992)

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Final model for CRD use



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Thinking about what to change

	Relevance	Changeability
▶ Information	present	+++
▶ Risk	+	+
▶ Barriers- child	++	+
▶ Self-efficacy/skills	+++	+

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