

Introduction to the Intervention Mapping Approach

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1

Overview

1. Michael's "speedy" introduction to the IMA
2. Brief overview of IMA frameworks & concepts
3. Making life easier: Integrating the Problem-Solution Tree approach and the IMA

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2

Michael's "Speedy" Introduction to the IMA

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3

"Speedy" initial ("diagnostic") IMA steps

1. **STEP A:** identify the issues/problems with which you (or others) are concerned (resulting in identification of **desired health-related "outcomes"**) (IMA Step 1)
2. **STEP B:** Identify individual behaviours and/or environmental conditions that are responsible for, or contribute to, your issues/problems identified in #1 above (resulting in identification of **required IMA "performance objectives"**) (IMA Step A)

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4

"Speedy" initial ("diagnostic") IMA steps (cont.)

3. **STEP C:** Identify the determinants/factors that are responsible for, or contribute to, the individual behaviours and environmental conditions identified in Step B above (IMA Step 2)
4. **STEP D:** Identify what needs to be done to bring about changes in the personal and external determinants identified in #3 above (resulting in identification of **required IMA "change objectives"**) (IMA Step 2)

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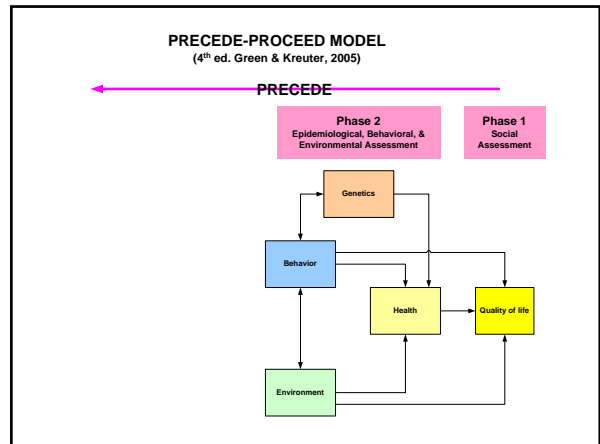
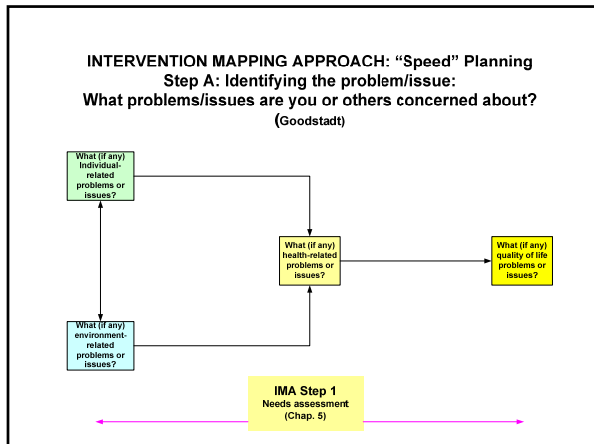
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Step A: Identify the issues/problems of concern to you or others

1. Brainstorm for problems/issues
2. Prioritize problems/issues
3. How do you know these are problems/issues?
4. Write a very short statement of your principal problems/issues
5. Express the desired changes in the status of your problems/issues as your intervention's desired **OUTCOMES**

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6



Step B: Identify individual behaviours and/or environmental conditions responsible for issues/problems identified in Step A

1. Individual behaviours
2. Environmental conditions (at all relevant ecological levels)
3. How do you know these behaviours & environmental conditions are responsible for the issues/problems?

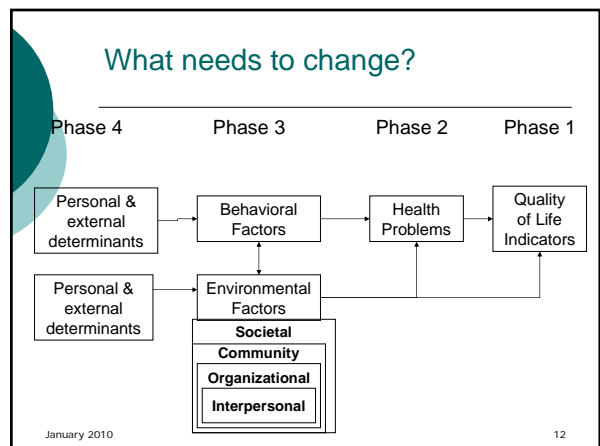
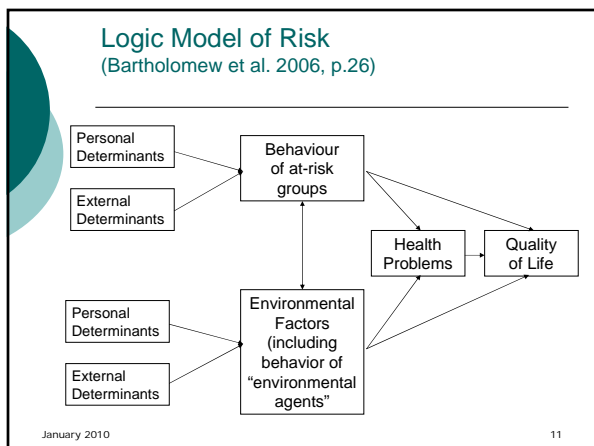
[NOTE: IMA refers to desired changes in these individual behaviours and external/environment-conditions as ("performance") OBJECTIVES]

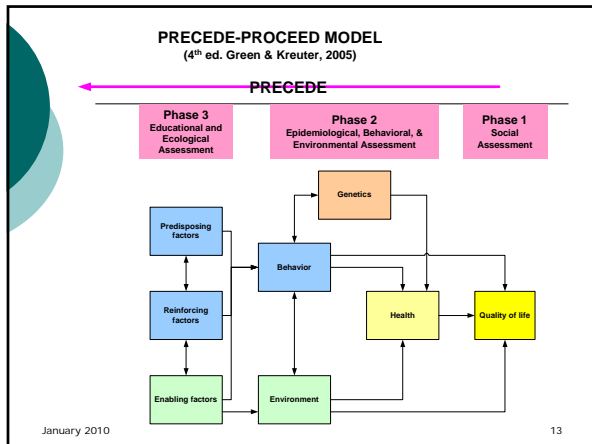
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Step C: Identify determinants/factors responsible for individual behaviours & environmental conditions (from Step B)

1. Personal determinants/factors
2. External determinants/factors (at all relevant ecological levels)
3. How do you know these determinants/factors are responsible for the behaviours & environmental conditions?

January 2010 10





Step D: Identify how to make a difference to personal & environmental determinants (from Step C)

1. What changes need to occur in the personal & external **DETERMINANTS** that will result in the achievement of your identified (“performance”) **OBJECTIVES** with respect to both **INDIVIDUALS** and **ENVIRONMENTS** (which will ultimately lead to the achievement of your desired **OUTCOMES** with respect to your health-related issues/problems?)
2. How do you know these changes in these determinants/factors will lead to achievement of your desired outcomes?

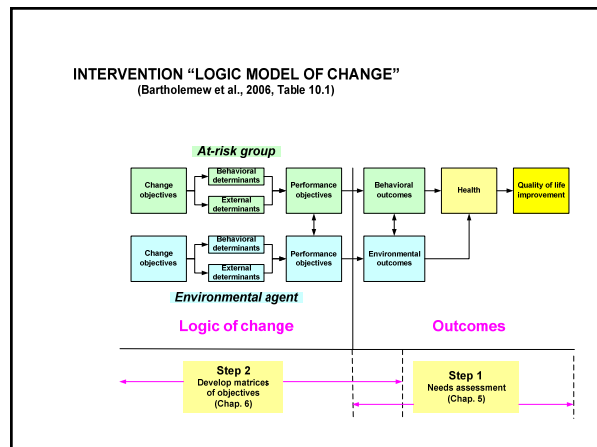
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Step D (cont.)

Step D requires a sophisticated examination of both **THEORY** and **RESEARCH** related to how to bring about individual and environmental change (at all relevant socio-ecological levels)

This step results in the identification of **IMA CHANGE OBJECTIVES** with respect to individual and environmental change (at all relevant socio-ecological levels).

January 2010 15

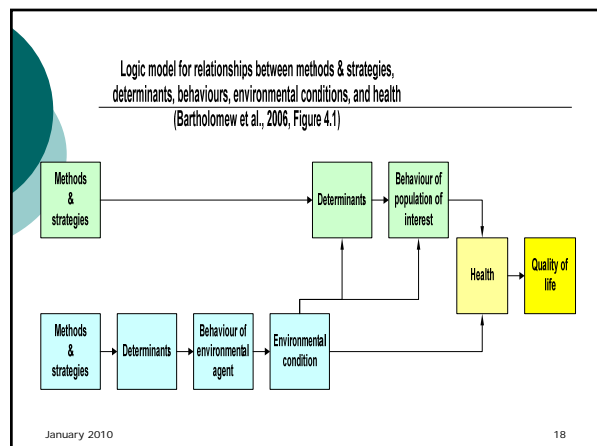


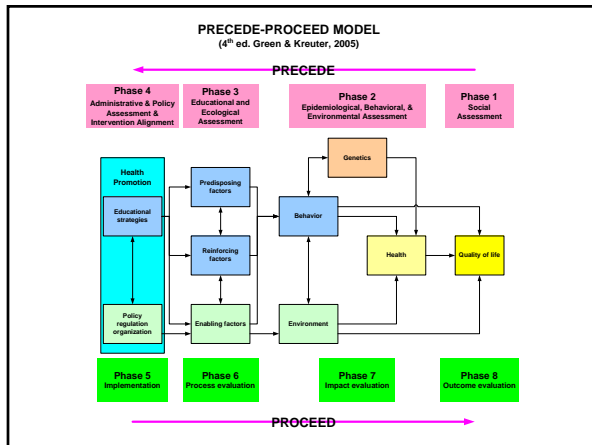
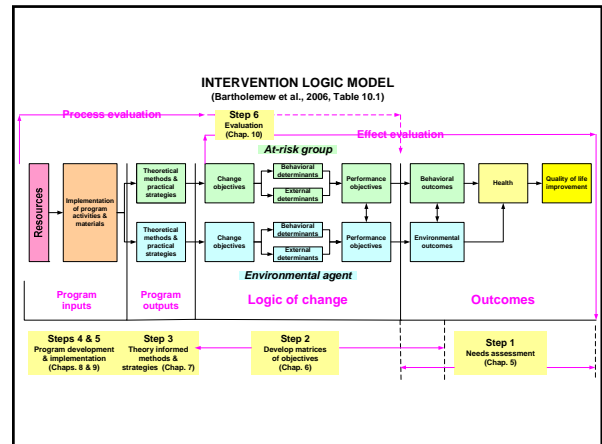
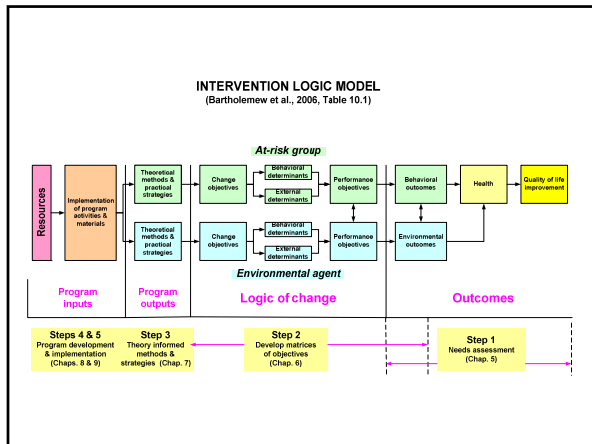
Step D (cont.)

Step D will be followed by the identification of **PROGRAM OUTPUTS**, and the development and implementation of **PROGRAM INPUTS**, which (it is expected) will lead to:

1. Achievement of the **CHANGE OBJECTIVES** related to both **PERSONAL AND EXTERNAL DETERMINANTS** resulting in
2. Achievement of the **OBJECTIVES** related to **INDIVIDUAL** behaviours and the **EXTERNAL** environments resulting in
3. Achievement of the **OUTCOMES** related to the health-related issues/problems (at all relevant socio-ecological levels)

January 2010 17

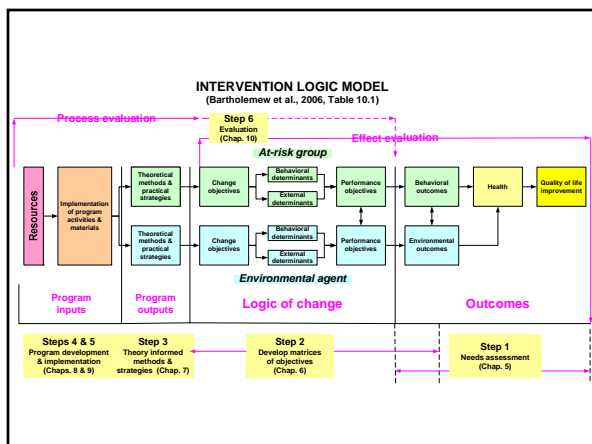




The Intervention Mapping Approach: Brief overview

1. Historical roots: Precede-Proceed Model
2. Response to intervention planning needs
3. Three guiding frameworks
4. Planning concepts

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Historical roots of IMA: The PRECEDE-PROCEED Model (Green & Kreuter, 2005)

1. What is the P-P Model?
2. How has it evolved?
3. How has it been used?
4. What are its strengths & weaknesses?
5. What has the P-P Model to do with health promotion practice—as we understand it?
6. Why do we need the Intervention Mapping Approach

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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

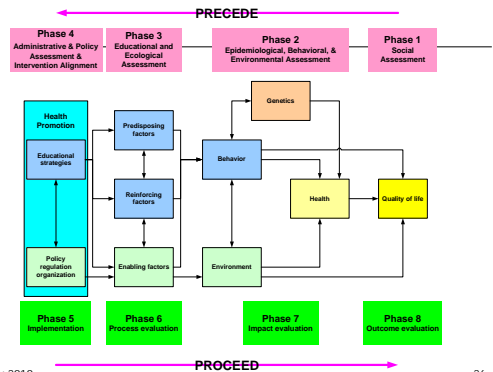
P = policy
R = regulatory &
O = organizational
C = constructs
E = educational &
 environmental
D = development

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25

PRECEDE-PROCEED MODEL

(4th ed. Green & Kreuter, 2005)



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26

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

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

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

However, the 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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27

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?

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28

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?

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29

Intervention mapping: three guiding frameworks

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

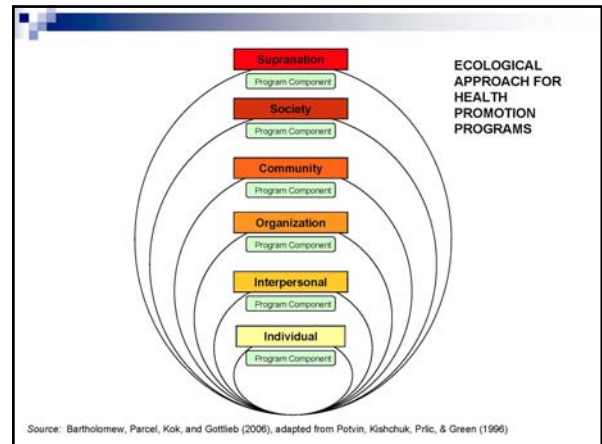
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30

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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Six interacting levels of the ecological approach (Figure 1.1)

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

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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)

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Concepts: 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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Concepts: 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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Making intervention planning easier for ourselves

Integrating
Intervention Mapping Approach
and
Problem and Solution Trees approach

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37

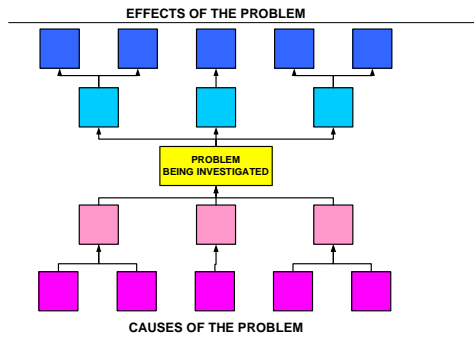
Getting into intervention planning: The Problem & Solution Trees Approach (Snowden et al., 2008)

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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38

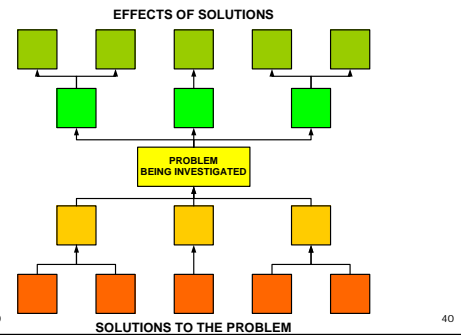
CLASSIC PROBLEM TREE
(Snowden et al., 2008)



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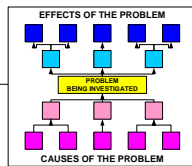
39

CLASSIC SOLUTION TREE
(Snowden et al., 2008)



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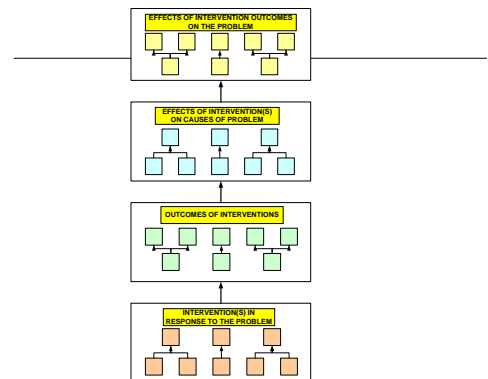
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41

INTEGRATED PROBLEM & SOLUTION TREE
(from Snowden et al., 2008)



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42

