

INDEX

Page references followed by *fig* indicate an illustrated figure; followed by *t* indicate a table; followed by *b* indicates a box; followed by *e* indicates an exhibit.

A

- ACT UP, 151–152
- ActKnowledge & Aspen Institute Roundtable on Community Change, 36
- Adaptation process. *See* Evidence-based program adaptation
- Adherence behaviors, 246–247
- Adherence Improving Management Strategy (AIMS), 393
- Adolescent Social Action Program, 145
- Adolescents: dual-systems approach on risk behavior of, 84; intervention to increase self-efficacy of, 309–310; providing supportive school environment for at-risk, 320–321; provisional list of answers regarding condom use among, 27*t*; smoking prevention programs and personal determinants of, 274–275. *See also* Children; School programs
- Adopters/implementers: characteristics of innovation determining use by, 486–487; characteristics of, 109–111; ensuring representation of program, 468–474; identifying early program, 466–468; WSWM/DAKU! adaptation and, 591
- Advance organizers and images, 65–66
- Advocacy Coalition Framework: intervention at society/government level impacted by, 57*t*; media advocacy, 153–155; overview of, 151–153; principles underlying effective tactics of, 152*t*; on public policy process, 164–166
- Agenda-building theory, 57*t*
- American Cancer Society (ACS), 472
- American Journal of Community Psychology*, 9
- American Journal of Public Health*, 9
- Anticipated regret, 362
- Appreciative inquiry (AI), 218
- Asthma: comparison of domains of knowledge on, 533*t*; determinants of behavioral and environmental risks, 208–209; Families and Schools Together for Asthma Management, 251; parent matrix of change objective in Hispanic children, 284*t*–289*t*; Partners in School Asthma Management Program, 277; PRECEDE model on, 201–203; racial/ethnic differences in treatment of, 207–208; self-management theory applied to, 207; Watch, Discover, Think, and Act asthma program, 251
- Attitude changes: anticipated regret technique for, 362; matrix of change objective for condom use, 290*t*–291*t*; objectives and methods at various levels, 319*t*; objectives and methods for SPF Project, 319*t*; selecting methods to change, 330, 337*t*–339*t*; shifting perceived norms on condom use, 77–78. *See also* Change
- Attitudes: automatic behavior and, 82–83; PAPM on unrealistic optimism, 91–92. *See also* Personal determinants
- Attribution theory, 57*t*, 93–95
- Attributional retraining, 94–95
- Automatic behavior: habits as type of, 84–86; theories on, 82–83
- Awareness: description of, 330; Precaution Adoption Process Model (PAPM) on raising, 93, 366; selecting methods to change, 330, 333*t*–334*t*

B

- Basic methods. *See* Theory-based methods/applications
- BDI (behavior, determinants, intervention) logic model, 37*fig*
- Behavior change methods: basic methods at the individual level, 327*t*–330; issues to consider for selecting,

- 325–326. *See also* Behavioral outcome changes
- Behavior-oriented theories:
 attribution theory and relapse prevention, 57*t*, 93–95; on automatic behavior, impulsive behavior, and habits, 57*t*, 82–84; common constructs of, 59–60; Communication-Persuasion Matrix (CPM), 57*t*, 95–97; cultural sensitivity of, 59; Diffusion of Innovations Theory (DIT), 57*t*, 108–111, 132–135, 485–486; Elaboration Likelihood Model (ELM), 57*t*, 66, 97–100; examining limitations of, 53; Extended Parallel Process Model (EPPM), 57*t*, 68–70; goal-setting theory, 57*t*, 79–80; Health Belief Model (HBM), 57*t*, 59, 60, 67–68; intervention levels impacted by specific, 57*t*; learning theories, 57*t*, 60–64; moving from problem to action using, 58–59; Protection-Motivation Theory (PMT), 57*t*, 68–71; Social Cognitive Theory (S), 57*t*, 60, 76, 95, 102–105, 110, 111, 485–486; system levels relation to, 58; systems perspective and ecological interventions using, 53–54*fig*; theories of goal-directed behavior, 57*t*, 80–82; theories of information processing, 57*t*, 64–67; Theories of self-regulation, 57*t*, 100–102; theories of stigma and discrimination, 57*t*, 105–108; Transtheoretical Model (TTM), 57*t*, 60–61, 86–90, 405, 419. *See also* Theories of Reasoned Action
- Behavioral capability: behavior change and role of, 104; Social Cognitive Theory (S) on, 102–103
- Behavioral journalism, 111, 143, 365
- Behavioral outcome changes:
 attributional retraining for, 94–95; behavioral capability role in, 104; Diffusion of Innovations Theory (DIT) on, 57*t*, 108–111, 132–135, 485–486; evaluation measures related to, 535–537; evaluation questions on reaching objectives of, 522–523; Health Belief Model (HBM) on, 68; matrices of change objective on outcomes of, 247–249; objectives and methods for awareness/risk perception, 318*t*; performance objectives for, 255–258*t*; personal determinants of environmental and, 269–275; persuasive arguments for, 98–99; Precaution Adoption Process Model (PAPM) on, 57*t*, 90–93; raising awareness for, 93; relapse prevention to maintain, 57*t*, 93–95; selecting methods for, 325–346*t*; Social Cognitive Theory (S) on, 104; successful communication as key to, 98; theory-linked taxonomy on techniques for, 312–313; Transtheoretical Model (TTM) on, 57*t*, 60–61, 86–90, 405, 419. *See also* Behavior change methods; Change; Risk behavior; Social change
- Behavioral Risk Factor Surveillance System, 538
- Behaviors: adherence and self-management, 246–247; behavioral capability and, 102–103; dual-systems models on, 83–84; evaluation measures related to, 535–537; matrices identifying health-promoting, 244–246; self-management, 246–247
- Beliefs: anticipated regret to change attitudes and, 362; description of, 330; selecting methods to change attitudes and, 330, 337*t*–339*t*
- Black Panthers, 150
- Brainstorming, 183
- Brown Berets, 150
- C**
- Canada, Tobacco A (1998, Quebec), 165–166
- Cancer Control PLANET, 555
- Cancer Control Planet Web portal, 426
- CATCH (Child and Adolescent Trial for Cardiovascular Health) program: addressing environment at organizational level, 252; description of, 250; environmental agents/program implementers of, 293–294; social support focus of, 250–251; theme of, 406
- Center for the Advancement of Health, 425, 463
- Centers for Disease Control and Prevention (CDC): AIDS campaign of the, 253; on children with asthma, 203; different systems boundaries for diabetes from, 193*fig*; evidence-based practice supported by, 15; HRQOL (health-related quality of life) measure by, 538; logic models recommended by, 36; productive groups guidelines by, 179; self-assessed school health index developed by, 225; Syndemics Prevention Network of, 9
- CF FEP (Cystic Fibrosis Family Education Program): designing culturally relevant materials for, 385–386; differentiation by developmental stage in, 280–281; evaluation questions on process of, 524; implementation of, 476; linking application to population and objectives,

- 358; matrix for diffusion of, 489–493; performance objectives of, 265–266*t*, 267; program theme of, 406; reinvention process of, 477; scope and sequence of diffusion intervention, 500*t*; skills and related self-efficacy required for implementing, 487. *See also* Families
- Change: logic model of, 37*fig*, 241–242*fig*; organizational, 132–135, 351, 352*t*–353*t*; program's elements as active ingredients promoting, 559–560; social, 119, 121. *See also* Attitude changes; Behavioral outcome changes; Matrices of change objective tool
- Children: matrix of change objective for asthma in Hispanic, 284*t*–289*t*; Watch, Discover, Think, and A asthma program for, 251. *See also* Adolescents; School programs
- Chunking, 64–65
- Classical conditioning, 61
- Coalition theory: intervention at community level impacted by, 57*t*; overview of, 137–139
- Cochrane Collaboration, 28
- COMMIT trial, 479
- Committee on Health Literacy, 42
- Communication
 - channels/vehicles:
 - community coalitions use of, 397–398; computer-delivered interventions, 398–400; computerized tailoring of interventions, 401; computerized telephone system for smoking counseling, 402*e*–404*e*; developing tailored feedback, 405*fig*; examples of, 390, 393, 394*t*–397*t*; program structural design for, 389–390; telephone-assisted interventions, 400–401; WSWM/DAKU! adaptation and, 589
 - Communication-Persuasion Matrix (CPM), 57*t*, 95–97
- Communities: contrasting "needs" versus "assets" approach to enhancing, 223*t*; intervention participation by, 370; needs assessment in context of, 173–174; principles for facilitating action in, 14; selecting methods to change, 351, 353, 354*t*–356*t*
- Community capacity: assessing and mapping, 222–224; balancing needs assessment with assessment of, 221–225; Community Coalition Action Theory on, 140–141; Stroke Project measurement of, 235*b*
- Community environment:
 - description of, 252; matrices of change objectives outcomes for, 252
- Community Forum on School Safety, 128
- Community Guide*, 28, 502, 555
- Community health workers (CHW), 141
- Community Involvement Module of the Kansas BRFS, 224
- Community Landscape Asset Mapping (CLAM), 221
- Community levels: comparing empowering processes/outcomes at, 122*t*; HIV-related stigma reduction performance objectives at, 262
- Community organization
 - theories: Advocacy Coalition Framework, 57*t*, 151–155, E164–166; Community Organization Theory, 57*t*; community participation, 146–149; community-organizing and community-building typology, 147*fig*; media advocacy, 153–155; social action organizing, 149–150; social movements, 150–151
- Community partnerships:
 - Advocacy Coalition Framework on, 57*t*, 151–155, 164–166; communication channels/vehicles used by, 397–398; principles for facilitating, 14; Stroke Project, 228*b*
- The Community Tool Box*, 40
- Community-level theories:
 - coalition theory, 57*t*, 137–139; community impact of interventions, 57*t*; community organization models, 146–155; conscientization theory, 57*t*, 144–145; social capital theory, 139–142; social norms theories, 57*t*, 142–144
- Complex adaptive systems (CASs), 118
- Computer-delivered interventions, 398–400
- Computerized telephone system for smoking counseling, 402*e*–404*e*
- Conditioned stimulus (CS), 61
- Condom use: comparing performance objectives promoting, 264*t*, 268–269; Diffusion of Innovations Theory (DIT) on adopting, 110; matrix of change objective for, 290*t*–291*t*; performance objectives for, 257–258*t*; provisional list of answers regarding adolescent use of, 27*t*; shifting perceived norms on, 77–78; WSWM/DAKU! promotion of, 571–604*t*
- Conformity, 77
- Conscientization, 57*t*, 144–145
- CONSORT (Consolidated Standards of Reporting Trials), 542
- Constructs: common to behavior-oriented theories, 59–60; Health Belief Model (HBM), 60; shifting perceived norms to develop, 76–78; Social Cognitive Theory (S), 60, 76; Theory of Planned Behavior (TPB), 60, 73–74; Transtheoretical Model (TTM), 60
- Continuous quality improvement (CQI), 479–480

Contra Costa County Health Services Department (California), 148–149

Creative conflict, 184–185

Critical Race Theory, 188

Cues: memory retrieval and, 66; tobacco ads using peripheral, 97

Cultivando La Salud program, 277

Cultural competence: description of, 39; exploring and working to gain, 187–188; PEN-3 model of, 187; translation of health program materials, 442–443, 589–590

Cultural humility: description of, 39; ethnocentrism versus, 186–187

Cultural relevance: designing program materials with, 383–387; as Intervention Mapping theme, 39–41

Cultural sensitivity: CPM focus on cultural similarity and, 96; project work groups considerations of, 185–188; theories and varying, 59; writing program messages with, 441–442. *See also* Racial/ethnicity differences

Culture-embedding mechanisms, 131*t*

Cystic Fibrosis Foundation, 493

Cystic Fibrosis program. *See* CF FEP (Cystic Fibrosis Family Education Program)

D

DAKU!. *See* Indonesian DAKU! program

Data collection: appreciative inquiry (AI), 218; archival data, 215; combining qualitative and quantitative, 210–215; ethnographic methods for, 218; geographic methods, 220–221; primary data collection in groups, 218–220; primary data sources from individuals, 215, 218; secondary data sources for, 216*t*–217*t*

DEBI (the Diffusion of Effective Behavioral Interventions for HIV/AIDS Prevention), 555–556

Decision making by consensus, 184–185

Delphi technique, 220

Design documents: created for community processes, 419, 421–424; Health Heroes video games, 415*t*–416*t*; issues to consider for initial, 410–411; Mayor's Project, 421*b*; for organizing interview team, 423*e*–424*e*; Project PANDA, 411–414*t*; Project PCCaSO flowchart design, 417*fig*–418*fig*, 419, 420*fig*; Walk Texas! program, 421, 422*e*; writing the, 411–419

Diabetes counseling program evaluation, 528*t*

Diabetes systems boundaries, 193*fig*

Diffusion: CF FEP scope and sequence of, 500*t*; of evidence-based programs, 501–503; matrix for CF FEP, 489–493; of organizational change innovation, 132–135; program implementation and process of, 474–475; program use influenced by process of, 499–501

The Diffusion of Effective Behavioral Interventions for HIV/AIDS Prevention (DEBI), 15, 501, 555–556

Diffusion of Innovations Theory (DIT): on adopters and innovations, 109–111; description of, 108–109; interpersonal environment intervention impacted by, 57*t*; intervention at organization level impacted by, 57*t*; on organizational culture change, 132–135; problem analysis and intervention methods, 111; program implementation using, 485; Social Cognitive Theory (SCT) used with, 110, 111, 485–486. *See also* Innovation; Organizational change

Division of Cancer Control and Population Science (NCI), 537

Dual-systems models, 83–84

Dutch AIDS prevention program, 471–472

E

Ecological model: health interventions using, 53–54; on interrelationships in environment, 10–11*fig*; logic model based on, 53–54*fig*; matrices of change objective tool development using, 241; social reality at different ecological levels, 12–13; systems perspective for intervention based on, 9–12, 53–54

Elaboration Likelihood Model (ELM): description of, 97–98; impacting individual level interventions, 57*t*; persuasive arguments for attitude change, 98–99; problem analysis and intervention methods, 99–100; promoting information processing skills focus on, 66, 98

Empowerment theories: model of environmental health etiology and empowerment, 124*fig*; multilevel intervention impacted by, 57*t*; problem analysis and intervention methods of, 124; processes/outcomes across levels of analysis, 122*t*

Environment: community, 252; evaluation measures related to, 535–537; logic model for relationships in, 116*fig*;

- looking at healthy environments as outcomes, 116–117; measuring policy and physical, 224–225; model for change of conditions in, 114–115; needs assessment description of, 196–199; needs assessment on determinants of risks of, 208–209; needs assessment on health problem due to, 204–206*fig*; selecting methods for changing conditions of, 341, 345*t*–356*t*; theory-informed intervention methods and consideration of, 320–321. *See also* Interpersonal environment; Organizational environment
- Environment levels: basic methods at the, 347*t*–348*t*; comparing intervention methods at individual versus, 314–316; logic model for planning interventions at, 37*fig*–38*fig*, 53–54*fig*, 311*fig*; needs assessment on health impact of, 206*fig*; observation learning and related, 103–104; schematic representation of shift in, 312*fig*; social ecological models on interrelationships at, 10–11*fig*; social reality at different ecological levels such as, 12–13; theories impacting intervention at interpersonal, 57*t*. *See also* Intervention levels
- Environment-oriented theories: community-level theories, 57*t*, 137–155; empowerment theories, 57*t*, 122*t*–124*fig*; interpersonal-level theories, 125–129; logic model for relationships in, 116*fig*; model for change of environmental conditions, 114–115; organizational-level theories, 129–136; overview of, 113–114; social support theories, 57*t*, 125–129; societal and governmental theories, 57*t*, 155–166; systems theory, 9–12, 53–54, 57*t*, 117–120; theories of power, 57*t*, 120–122
- Environmental outcomes: clarifying agents and program implementers for, 292–294; evaluation measures of, 535–537; matrices of change objective identifying, 249–253; matrices of change objective stating the, 253–255; performance objectives for, 258–262; personal determinants of behavioral and, 269–275; Project Sun Projection is Fun (SPF), 253–254, 260*t*–261*t*. *See also* Outcome expectations
- Ethical issues: intervention development in context of, 17–18; SOPHE Code of Ethics for the Health Education Profession, 17–18
- Ethnocentrism, 186–187
- Ethnographic needs-assessment methods, 218
- “Evaluability assessment” (1970s), 517
- Evaluation: diabetes counseling program, 528*t*; efficacy of effective, 511; “evaluability assessment” (1970s) form of, 517; of fidelity and reach, 526*t*–530; intervention methods’ implications for, 371; involving stakeholders in the, 513–515; matrices of change objective tool implications for, 294, 298, 305; needs assessment linking goal-setting to, 225–236*b*; planning the intervention, 19*fig*, 24; program implementation and use implications for, 503–504; program production implications for, 458; reasons for conducting, 512–513; school HIV-prevention program, 520*t*–521*t*; as system, 515
- Evaluation design: purpose for effect evaluation, 540–542; for using qualitative methods, 539–540
- Evaluation measures: behavior and environmental conditions, 535–537; determinants, 534–535; development of indicators and, 531–539; fidelity and reach, 476–477, 526*t*–530; health and quality of life, 537–539; implementation checklist for counseling sessions for, 529*t*; on methods and practical applications, 530; outcome, 533–534; process indicators and proposed, 526*t*–530; reliability and validity, 532; selecting versus creating, 532–533*t*
- Evaluation planning: adaptation of evidence-based program, 567*t*, 570–571; CONSORT guidelines for, 542; description of, 19*fig*, 24, 509; design issues, 539–542; determining time frame, 519, 521–522; issues to consider for, 510–512; Mayor’s Project, 518*b*; program process pathways used for, 524*fig*–525; reviewing program logic model, 515–518, 519; selecting and developing measures, 531–539; South African LHAP, 616, 631; Stroke Project, 546*b*–549*b*; summary of school HIV/ADIS prevention program evaluation, 542, 543*t*–545*t*; The World Starts with Me (WSWM) adaptation, 571–572; writing evaluation questions on change objectives, 522–523; writing process evaluation questions, 523–530

Evidence-based practice:
 intervention development
 framework of, 15–16;
 Intervention Mapping and
 use of theory and, 8–9,
 25–33; practice-based
 evidence as facilitation of, 16;
 responding to paper or
 presentation of evidence,
 183–184

Evidence-based program
 adaptation: applying
 Intervention Mapping to,
 560–571; challenges in
 decision for, 556–557; lessons
 learned from cases on, 631;
 processes of, 557–558; South
 African LHAP case study on,
 604–631; WSWM-DAKU! case
 study on, 571–604

Evidence-based programs:
 challenges in deciding
 whether to adapt, 556–557;
 challenges finding, 555–556;
 defining, 554–555; diffusion
 of, 501–503; perspectives for
 understanding, 558–559. *See also* Programs

Extended Parallel Process Model
 (EPPM): description of,
 68–69; on fear arousal,
 69–70; impacting individual
 level interventions, 57t

F

Families: performance objectives
 for coping/managing
 CF-related problems, 266t;
 self-management theory
 applied to health of, 207. *See also* CF FEP (Cystic Fibrosis
 Family Education Program)

Families and Schools Together
 for Asthma Management, 251

Fatalismo stereotyping, 186

Fear-arousing risk
 communication:
 development of, 69–70;
 intervention application of,
 362–365

Federal Interagency Workgroup
 on Healthy People 2020, 40

Fidelity and reach: evaluating
 program, 526t–530; program
 implementation and,
 476–477; reasons for, 530

Focus groups, 219–220

Force Field Analysis, 130

Framing: description of, 150;
 health messages, 70–71;
 social movements, 150

Free association, 183

Freirian method, 144–145

FRIENDS National Resource
 Center for Community-Based
 Child Abuse Prevention &
 Child Welfare Information
 Gateway, 36

G

Gameen Bank (Bangladesh), 223

Geographic data collection,
 220–221

Goal setting: needs assessment
 linking evaluation to,
 225–236b; relevance and
 changeability of, 226–227;
 Stroke Project, 236b

Goal-setting theory, 57t, 79–80.
See also Theories of
 goal-directed behavior

Government level. *See* Societal
 and governmental theories

Group identity, 120

*The Guide to Community Preventive
 Services*, 28, 502, 555

H

Habits: automatic behavior and,
 84–86; definition of, 84

Handbook (Cochrane
 Collaboration), 28

Health Belief Model (HBM): on
 behavior change, 68;
 constructs of, 60; cultural
 sensitivity of, 59; description
 of, 67–68; impacting
 individual level interventions,
 57t; problem analysis and
 intervention methods of, 68

Health change techniques
 (BCTs), 312

Health evaluation measures,
 537–539

Health Heroes video games,
 415t–416t

Health literacy, 426, 428–431

Health messages: adverse effects
 of, 78; fear-arousing, 69–70,
 362–365; framing, 70–71;
 relevance, tailoring, and
 individualization of, 87,
 89–90, 365–366; shifting
 perceived norms through,
 76–78; writing program,
 440–443. *See also* Risk
 communication

Health, Opportunities,
 Problem-Solving and
 Empowerment (HOPE)
 Project, 128

Health problems: beginning
 logic model of, 192–195;
 different systems boundaries
 for diabetes, 193fig;
 exploring possible causes of,
 204–208; fear-arousing risk
 communication on, 69–70,
 362–365; framing messages
 on, 70–71; logic model of,
 36fig–37; participatory
 problem solving of, 369;
 PRECEDE model used to
 understand, 36; quality of life
 and, 199–203; rates and risk
 concepts of, 200–201;
 theoretical move from action
 from, 58–59. *See also*
 Population at risk; Problem
 analysis

Health promotion: assessing
 community-based, 221;
 behavior-oriented theories
 used in, 51–112; intervention
 development in context of
 ethical, 17–18

Health promotion planning:
 ecological levels for
 understanding, 12–13;
 Intervention Mapping role in,
 1; as iterative process, 35–36;
 participation in, 13–14;

- theory and evidence on, 8–9.
See also Intervention planning; Logic models
- Health workers: CHW (community health workers), 141; *promotoras* (lay), 128
- Health-related quality of life (HRQOL), 538
- Healthy Cities movement (WHO), 146, 370
- Healthy Native Communities Fellowship, 128
- Healthy Neighborhoods Project (California), 148–149
- Hispanics: asthma management behavior among, 251; cultural stereotypes of, 186; parent matrix of change objective in children with asthma, 284*t*–289*t*. *See also* Racial/ethnicity differences
- HIV & Sex program, 393
- HIV + MSM program, 393, 407
- HIV-prevention programs: adaptation of South African HIV/AIDS Prevention Program, 604–631; Adherence Improving Management Strategy (AIMS), 393; AIDS risk-reduction model for, 267; aimed at men who have sex with men (MSM), 393; application for incarcerated women, 367–368; behavioral journalism used in, 111, 143, 365; comparing performance objectives of, 264*t*; Dutch AIDS prevention program, 471–472; evaluating school, 520*t*–521*t*; evaluation plan for school, 542, 543*t*–545*t*; HIV & Sex program, 393; HIV + MSM program, 393, 407; interpersonal environmental conditions impacting, 254–255; methods for application in school, 325; needs assessment of population at risk, 198; participant needs determining application of, 358; personal determinants and outcomes of, 272; pretesting, 444; risk perception information provided in, 362; self-regulatory approach to, 264*t*; shifting perceived norms on condom use for, 77–78; successful communication required for, 98; The World Starts With Me (WSWM), 571–604
- HIV-related stigma reduction: performance objectives for, 261–262; problem of, 107, 108
- HIV/AIDS: CDC's AIDS campaign, 253; quality of life and, 537–538; stigmatization of, 107, 108, 261–262
- Hypothetical causal model, 56*b*.
See also Theories
- I**
- IMAGE (South African Intervention with Microfinance for AIDS and Gender Equity), 141
- Impulsive behavior, 83–84
- Individual levels: basic methods for behavior change at, 327*t*–330; comparing empowering processes/outcomes at, 122*t*; comparing intervention methods at individual versus, 314–316; logic model for planning interventions at, 37*fig*–38*fig*, 53–54*fig*, 311*fig*; objectives and methods for SPF Project attitude change at, 319*t*; theories impacting interventions at, 57*t*. *See also* Interpersonal levels; Intervention levels
- Indonesian DAKU! program: adaptation of WSWM program from Uganda to, 571–603; behavioral outcomes for, 577–578; behavioral outcomes and performance objectives for students, 577–578, 579*t*; determinants of sexual risk behavior in, 576–577; differences between programs for Uganda and, 603*t*–604*t*; environmental factors related to sexual behavior in, 575–576; health and rights issues of, 573–574; matrix of change objectives and personal determinants, 578, 580*t*–587*t*; sexual behavior of young people in, 574–575
- Innovation: characteristics of, 486–487; diffusion process for awareness of, 474–475. *See also* Diffusion of Innovations Theory (DIT)
- Inside-initiative model, 159, 160
- Institute of Medicine, 42
- Integrated Behavioral Model (IBM), 74–75
- Interactive voice recognition (IVR), 401
- International Union for Health Promotion and Education & European Commission, 15
- Interpersonal environment: impacting HIV prevention, 254–255; matrices of change objective identifying outcomes of, 249–251; SPF Project performance objectives for, 260*t*; theories impacting intervention at, 57*t*. *See also* Environment
- Interpersonal levels: HIV-related stigma reduction objectives at, 261; theories for interventions impacting, 125–129. *See also* Individual levels
- Interpersonal-level theories: problem analysis and intervention methods, 128–129; on social networks and social support, 125–126; social support interventions, 126–128

- Intervention applications:
 community participation as, 370; examples at different levels, 366–370;
 HIV-prevention program for incarcerated women, 367–368; issues to consider for, 356, 358–359; keeping focus on objectives, 370–371; participatory problem solving as, 369; sticking to theoretical parameters for, 359–366. *See also* Programs
- Intervention development
 framework: ethical practice of health promotion, 17–18; evidence-based practice, 15–16. *See also* Theory-based methods/applications
- Intervention levels: community, 122*t*, 262; different intervention methods at different, 314–316; differentiating intervention population by, 280–283; examples of applications at different, 366–370; logic model for planning at specific, 37*fig*–38*fig*, 53–54*fig*, 311*fig*; multilevel, 57*t*; organization, 57*t*, 122*t*, 262, 319*t*; schematic representation of shift in different, 312*fig*; selecting matrices of change objective, 275, 277; societal, 57*t*, 252–253, 262, 357*t*–358*t*. *See also* Environment levels; Individual levels
- Intervention Mapping: applied to adaptation of evidence-based program, 560–571; ecological models and systems approach to, 9–13; need for culturally relevance throughout, 39–41; programs developed using, 43*t*–47*t*; purpose of, 3; six fundamental steps of, 18–24; South African LHAP adaptation using, 604–631; theory and evidence used for, 8–9, 25–33; three types of logic models used in, 36–39; usefulness of, 42; WSWM-DAKU! adaptation using, 571–604
- Intervention Mapping steps: 1: intro to needs assessment, 19*fig*, 20; 2: intro to matrices of change objectives, 19*fig*, 20–21; 3: intro to theory-based methods and practical applications, 19*fig*, 21–22; 4: intro to program production, 19*fig*, 22; 5: intro to program adoption and implementation, 19*fig*, 22–23; 6: intro to evaluation planning, 19*fig*, 24. *See also* *specific step*
- Intervention methods. *See* Theory-based methods
- Intervention planning: benefits for effective, 465–466; as essential, 464–465; issues to consider for, 462–464; needs assessment role in, 172–173; political, practical, and habitual influences on, 54–55; stakeholder participation in, 174–176; systems perspective and ecological impact on, 9–12, 53–54*fig*; when to use theory in, 52*t*. *See also* Health promotion planning; Program production
- Intervention theoretical parameters: active learning, 360–362; anticipated regret, 362; fear arousal, 69–70, 362–365; modeling, 359–360; risk perception information, 362; tailoring information, 87, 89–90, 365–366
- Interventions: adoption and implementation of, 19*fig*, 22–23, 461–507; applications of, 356, 358–371; influencing program use, 499–503; logic model of, 37–38*fig*, 311*fig*, 516*fig*, 519; self-regulation based, 101–102; social support, 126–128. *See also* Programs; Theory-based methods; Theory-based methods selection
- K**
- Knowledge: methods to influence, 330, 331*t*–332*t*; as prerequisite for other determinants, 330
- L**
- La Raza Unida, 150
- Lay health workers, 128
- League of Women Voters, 152
- Learning: facilitation complemented by, 105; observational, 103–104
- Learning theories: classical conditioning, 61; description of, 60; impacting individual level interventions, 57*t*; methods from, 62–63; operant conditioning, 61–62; problem analysis and intervention methods of, 64
- Lewin's gatekeepers within channels theory, 12, 13
- LHAP. *See* South African Life Skills HIV/AIDS Prevention Program (LHAP)
- Literature review, 28–30
- Logic models: beginning health problem, 192–195; behavior, determinants, intervention (BDI), 37*fig*; of change, 37*fig*, 241–242*fig*; definition of, 36; ecological model used for, 53–54*fig*; evaluation planning and reviewing of program, 515–518; of the health problem, 36*fig*; intervention, 37–38*fig*, 311*fig*, 516*fig*, 519; Intervention Mapping use of three types of, 36–39; needs assessment, 191*fig*; on personal determinants and problem, 36*fig*; on relationships in environment-oriented

theories, 116*fig*; South African LHAP, 607–609, 614, 615*fig*; Stroke Project, 228*b*–229*b*, 230*b*. *See also* Health promotion planning
 Long-term memory, 65–66

M

Mass media: advocacy by, 153–155; behavioral journalism role-model stories, 143
 MATCH model, 12
 Matrices: CF FEP diffusion, 489–493;
 Communication-Persuasion Matrix (CPM), 57*t*, 95–97; formulation of, 35; promoting program use, 489–493
 Matrices of change objective tool: adaptation of evidence-based program, 562*t*, 568–569; for asthma in Hispanic children—parent matrix, 284*t*–289*t*; for condom use, 290*t*–291*t*; description of, 19*fig*, 20–21, 239; ecological framework used to develop, 241; identifying health-related behaviors of at-risk group, 243–247; identifying outcome expectations, 247–255; identifying performance objectives, 255–269; identifying personal determinants, 269–275; implications for program evaluation, 294, 298, 305; keeping intervention application focus on objectives, 370–371; Major's Project use of, 240*b*; program production use of, 382; South African LHAP, 610*t*–613*t*; SPF Project, 275, 276*t*–277*t*, 278*t*–279*t*; Stroke Project's, 299*t*–304*t*; The World Starts with Me (WSWM) adaptation, 577–588; WSWM/ADKU!

program adaptation, 593*t*–600*t*; WSWM/ADKU! program participants, 578, 580*t*–587*t*. *See also* Behavior changes; Change
 Matrices of change objective tool development: constructing matrices and change objectives, 283–292; differentiating the intervention population, 280–283; environmental agents and program implements clarified, 292–294; list of action words for writing objectives, 293*t*; selecting intervention levels, 275–279*t*; Stroke Project's, 295*b*–298*b*
 Mayor's Project: background information on, 4*b*–7*b*; collaborative planning by work group of, 189*b*; design documents for, 421*b*; evaluation planning for, 518*b*; matrices of change objective tool used by, 240*b*; method selection by work group of, 323*b*–324*b*; planning program implementation, 469*b*; process of developing a hypothetical causal model, 56*b*; program production process of, 380*b*–381*b*
 Media advocacy, 153–155
 Memory: cues for retrieving, 66; long-term, 65–66; working, 64
 Men who have sex with men (MSM): program focus on, 393; program themes for, 407
 Methods. *See* Theory-based methods; Theory-based methods/applications
 Mobilization model, 159, 160
 Mothers Against Drunk Driving, 198
 Multilevel intervention level: empowerment theories impacting, 57*t*; systems theory impacting, 57*t*; theories of power impacting, 57*t*

Multimedia program production, 438–440*e*
 Multiple Sclerosis Society, 198
 Multiple streams theory, 57*t*, 161–163

N

National Cancer Institute, 9, 117, 425, 463, 537
 National Cancer Institute Cancer Information Service, 178
 National Heart, Lung, and Blood Institute, 207
 National Institute on Alcohol Abuse and Alcoholism (NIAAA), 537
 National Institutes of Health (NIH), 426
 Needs assessment: adaptation of evidence-based program, 560–561*t*, 568; assessing community capacity and balancing with, 221–225; collaborative planning of the, 174–189*b*; conducting the, 196–209; description of, 19*fig*, 20; knowing the community element of, 173–174; logic model for, 191*fig*; as part of intervention planning, 172–173; PRECEDE model used to plan and conduct, 172, 190–196; preliminary systems depiction for early stroke treatment, 192*fig*; program production use of, 382; Project SPF, 535; setting goals and linking to evaluation, 225–236*b*; sources of data used for, 209–221; South African LHAP, 605–607; Stroke Project, 228*b*–236*b*; WSWM/DAKU! adaptation, 572–577
 Needs-assessment data: appreciative inquiry (AI), 218; archival data, 215; combining qualitative and quantitative, 210–215; ethnographic methods, 218;

examining sources of, 209–210; geographic methods, 220–221; primary data collection in groups, 218–220; primary data sources from individuals, 215, 218; secondary data sources for, 216*t*–217*t*

Nominal group technique, 183
Norms. *See* Social norms

O

Oak Ridge Institute for Science and Education, 15, 179

Objectives. *See* Matrices of change objective tool; Performance objectives

Observational learning, 103–104

Off-the-wall thinking, 184

Operant conditioning, 61–62

Organization levels: comparing empowering processes/outcomes at, 122*t*; HIV-related stigma reduction performance objectives at, 262; objectives and methods for SPF Project attitude change at, 319*t*; theories impacting interventions at, 57*t*

Organizational change: organizational development method of, 132; selecting methods for, 351, 352*t*–353*t*; stage theory on, 57*t*, 132–135. *See also* Diffusion of Innovations Theory (DIT)

Organizational culture: culture-embedding mechanisms of, 131*t*; organizational development for changing, 132; stage theory/diffusion of innovation for changing, 132–135; theories on changing, 131

Organizational environment: description of, 251; matrices of change objectives of change objectives outcomes for, 251–252; SPF Project performance objectives for, 260*t*–261*t*, 278*t*–279*t*. *See also* Environment

Organizational-level theories: changing organizational culture, 131; on culture-embedding mechanisms, 131*t*; organizational change theories, 129–130; on organizational development, 132; problem analysis and intervention methods of, 135; stage theory/diffusion of innovation, 57*t*, 108–111, 132–135, 485–486; stakeholder theory, 135–136

Outcome evaluation measures, 533–534

Outcome expectations: healthy environments as, 116–117; matrices of change objective statements on, 247–255; PMT and EPPM on, 70; selecting methods to change, 330; selecting methods to change attitudes and, 337*t*–339*t*; Social Cognitive Theory (SCT) on, 102–103. *See also* Environmental outcomes

Outside-initiative model, 159–160

P

PANDA. *See* Project PANDA (Parents and Newborns Developing and Adjusting)

Participatory problem solving, 369

Partners in School Asthma Management Program, 277, 473

PEN-3 model, 187

Performance objectives: for behaviors, 255–258*t*; comparison of different, 264*t*; for using coping theory, 266*t*; core processes for writing, 262–265; for environmental outcomes, 258–262; evaluation questions on reaching, 522–523; intervention implementation and stating, 480–484; negotiation used to develop, 265; personal determinants

of, 273*t*; program implementation of, 480–484; for South African LHAP implementation, 617*t*–618*t*; South African LHAP participants, 609*t*; SPF Project organizational environment, 260*t*–261*t*, 278*t*–279*t*; theoretical rationale for, 263; validating, 265, 267–269; of WSWM/ADKU! program adaptation, 591–592*t*; of WSWM/ADKU! program participants, 577–578, 579*t*

Personal determinants:

behavioral/environmental outcomes linked to, 269–275; of children in the SPF Program, 276*t*–277*t*; description of, 269; evaluation measures related to, 534–535; knowledge, 330, 331*t*–332*t*; logic model of problem and, 36*fig*; of performance objectives, 273*t*; selecting methods to influence, 330–346*t*; South African LHAP implementation, 619*t*–630*t*; South African LHAP participants, 610*t*–613*t*; WSWM/ADKU! program adaptation, 591–592*t*; WSWM/ADKU! participants, 580*t*–587*t*. *See also* Attitudes; Self-efficacy

Pilot-testing. *See* Pretesting program components

Planned behavior and integrated behavioral model, 57*t*

Planning groups. *See* Project work groups

Planning. *See* Evaluation planning; Health promotion planning; Intervention planning

PMOST/KIRSCH document readability formula, 431

Poder es Salud/Power for Health, 141

“Politics of signification,” 150

Population at risk: designation of, 196; differentiating intervention levels of,

- 280–283; exploring possible causes of health problems, 204–208; health problems and quality of life, 199–203; matrices of change objective tool identifying behaviors of, 243–247; needs assessment description of, 196–199. *See also* Health problems
- Power: definition of, 120; distinguishing “power with” and “power over” concepts of, 121; social change and role of, 120–121. *See also* Theories of power
- Precaution Adoption Process Model (PAPM): description of, 90–91*t*; impacting individual level interventions, 57*t*; problem analysis and intervention methods, 93; on raising awareness, 93, 366; on risk communication, 92; on unrealistic optimism, 91–92
- PRECEDE model: asthma needs assessment using, 201–203; health problem logic model based on, 36*fig*–37; Major’s Project use of, 5*b*; needs assessment using, 172, 190–196
- Preparing matrices. *See* Matrices of change objective tool
- Pretesting program components: checking parameters of theoretical methods, 447–448; description and issues of, 443–444; making sense of pretest data, 448–449*t*; methods used for, 444–447; WSWM/DAKU! adaptation, 590–591
- Printed material: producing, 434–435; tasks for producing, 432*fig*
- Problem analysis: automatic behavior and habits, 86; coalition theory, 139; Communication-Persuasion Matrix (CPM), 97; community organization theories, 155; conscientization theory, 145; Diffusion of Innovations Theory (DIT), 111; Elaboration Likelihood Model (ELM), 99–100; empowerment theories, 124; goal-setting theory, 80; Health Belief Model (HBM), 68; learning theories, 64; organizational/diffusion theories in, 135; PAMM on, 93; PMT and EPPM approach to, 71; social capital theory, 142; Social Cognitive Theory (SCT), 105; social networks and social support theories, 128–129; stakeholder theory, 136; systems theory in, 119–120; theories of goal-directed behavior, 82; theories of power, 121–122; theories of public policy, 166; theories of self-regulation, 102; theories of stigma and discrimination in, 108; TPB and TRA², 78–79; Transtheoretical Model (TTM), 90. *See also* Health problems
- Program implementation/ adoption: adaptation of evidence-based program, 565*t*–566*t*, 570; adoption process, 475–476; continuous quality improvement (CQI) of, 479–480; description of, 19*fig*; 22–23; determinants of program use, 484–489; diffusion process of, 474–475; fidelity, completeness, and dose of, 476–477; identifying adopters of, 109–111, 466–468; implementation process of, 476–478; linkage systems for, 470–474; matrices for promoting program use, 489–493; planning group for program use, 468–474; reinvention of, 477; stating program use outcomes/ performance objectives, 480–484; sustainability of, 478–480; Theory of Planned Behavior (TPB) identifying determinants for, 488; WSWM/DAKU! adaptation, 591–602
- Program material development: creating and choosing program visuals, 443; issues to consider for, 431; multimedia program, 438–440*e*; producing printed material, 432*fig*; 434–435; producing a video, 433*fig*; 436–438; translation of materials, 442–443, 589–590; writing program messages, 440–443
- Program materials: checking on potential implementers of, 387; designing culturally relevant, 383–387; determining reading level of, 426, 428–431; developing, 431–443; formative research on culturally relevant, 385–386; hiring creative consultants to prepare, 408–409; initial design documents, 410–424; reciprocity in teaching and learning in, 386–387; reviewing existing, 424–431
- Program plans/structure: considering channels and vehicles, 389–390, 393–406; good ideas as basis of, 388–389; importance of the, 387–388; scope and sequence of, 389, 391*t*–393*t*; themes organizing, 406–407*fig*
- Program production: adaptation of evidence-based program, 564*t*–565*t*, 569–570; creating program plans and structure, 387–407*fig*; description of, 19*fig*; 22, 379–382; designing culturally relevant materials, 383–387; developing program materials, 431–443; implications for evaluation, 458; of initial design documents conveying program intent, 410–424; using Intervention Mapping Steps 1, 2, and 3 for, 382–383; Mayor’s Project process of, 380*b*–381*b*; planning which enables creativity during, 383;

- pretesting, revising, and producing program components, 443–457*fig*; of program materials, 408–409; reviewing existing program materials, 424–431; Stroke Project, 450*b*–457*b*; WSWM/DAKU! adaptation, 589–591. *See also* Intervention planning
- Program use: determinants of, 484–489; implications for evaluation, 503–504; interventions to influence, 499–503; matrices for promoting, 489–493; methods and practical applications for, 493–499; stating outcomes of, 474–484
- Programs: adoption and implementation of, 19*fig*, 22–23, 461–507; creating culturally relevant, 39–41; developing intervention methods appropriate for, 316–317; elements as active ingredients promoting change, 559–560; Intervention Mapping production of, 19*fig*, 22, 43*t*–47*t*, 379–459; overview of process pathways of, 524*fig*–525; stakeholder participation in planning, 174–176. *See also* Evidence-based programs; Intervention applications; Interventions
- Project PANDA (Parents and Newborns Developing and Adjusting): initial design documents for, 410; pretesting, 447; program theme of, 406–407; writing design documents for, 411–414*t*; writing messages for, 440–441
- Project PCCaSO: detail from flowchart design of, 420*fig*; flowchart for, 415, 417*fig*–418*fig*; multimedia production for, 438, 439*e*–440*e*; Transtheoretical Model basis of, 419; writing messages for, 440
- Project Sun Projection is Fun (SPF): environmental outcomes stated for, 253–254, 260*t*–261*t*; evaluation measures on behavior changes, 535–536; matrix of change objectives for, 275, 276*t*–277*t*, 278*t*–279*t*; needs assessment of, 535; objectives and methods for attitude change at various levels, 319*t*; performance objectives for, 259
- Project work groups: composing and maintaining, 176–179; cultural considerations for, 185–188; data collection by, 210–221; facilitation processes for, 180*t*–181*t*; management of, 179–185; Mayor's Project collaborative planning by, 189*b*; method selection by Mayor's Project, 323*b*–324*b*; work style of, 324–325. *See also* Stakeholders
- Promotoras* (lay health workers), 128
- Protection-Motivation Theory (PMT): description of, 68–69; on fear arousal, 69–70; impacting individual level interventions, 57*t*; problem analysis and intervention methods of, 71; WSWM program application of, 588
- Public policy: advocacy coalition for making, 164–166; agenda setting for, 159–161; definition of, 155–156; fluidity and rapid change of making, 161–163; formation of, 156–159; functions of, 156; life cycle
- Public policy stages of, 160–161; selecting methods to change, 353, 357*t*–358*t*. *See also* Theories of public policy
- ## Q
- Qualitative data: evaluation design use of, 539–540; measuring program determinants using, 488; quantitative data combined with, 210–215
- Quality of life: CDC's HRQOL (health-related quality of life), 538; as evaluation measure, 537–539; health problem impacting, 199–203
- Quantitative data: measuring program determinants using, 488; qualitative data combined with, 210–215
- ## R
- Racial/ethnicity differences: Asthma PRECEDE model on, 201; treatment of asthma and, 207–208. *See also* Cultural sensitivity; Hispanics
- Raising awareness, 93
- Rapid Estimate of Adult Literacy in Medicine (REALM), 430
- RE-AIM model, 504
- Reflective-Impulsive Model (RIM), 83–84
- Reinforcement: characteristics of, 62; classical conditioning using, 61; as learning theory method, 63; operant conditioning using, 61–62
- Relapse prevention, 57*t*, 93–95
- Reliability evaluation measure, 532
- Risk behavior: dual-systems approach on, 83–84; matrices of change objective tool identifying, 243–247; needs assessment on determinants of, 208–209; needs assessment on health problem due to, 204; selecting methods to change, 330; unrealistic optimism

- and, 91–92. *See also*
Behavioral outcome changes
- Risk communication:
fear-arousing, 69–70,
362–365; impacting
individual level interventions,
57*t*; Precaution Adoption
Process Model (PAPM) on,
92. *See also* Health messages
- Risk perception: description of,
330; intervention providing
information on, 362;
selecting methods to change,
330, 333*t*–334*t*
- Risk-scenario information:
anticipated regret, fear
arousal, and, 364–365;
description of, 363
- Robert Wood Johnson
Foundation, 425, 463
- RTIPs (Research-tested
Intervention Programs), 555
- S**
- Safer Choices 2 Program,
391*t*–393*t*
- School programs: CATCH
program, 250–251, 252,
293–294, 406; Community
Forum on School Safety, 128;
Dutch AIDS prevention
program, 471–472;
evaluating HIV prevention,
520*t*–521*t*; evaluation plan
summary for HIV/AIDS
prevention, 542, 543*t*–545*t*;
Families and Schools
Together for Asthma
Management, 251; methods
for application of
HIV-prevention, 325;
Partners in School Asthma
Management Program, 277,
473; Smart Choices, 473–474,
485–486, 488–489; South
Africa LHAP adaptation,
604–631; WSWM-DAKU!
adaptation case study,
571–604. *See also* Adolescents;
Children
- SchoolNet Uganda, 571
- Schools: CDC's self-assessed
health index for, 255;
providing at-risk adolescents
with supportive environment,
320–321
- Secretary of Health and Human
Services' Advisory Committee
on National Health
Promotion and Disease
Prevention Objectives for
2020, 40
- Self-affirmation theory, 70
- Self-efficacy: Adolescent Social
Action Program focus on,
145; behavior change and
role of, 104; commitment as
method for increasing, 324;
definition of, 102, 339;
Diffusion of Innovations
Theory (DIT) on change role
of, 110; intervention to
increase adolescents,'
309–310; program
implementation relationship
to skills and, 487–488;
selecting methods to
influence, 339, 342*t*–344*t*;
Social Cognitive Theory
(SCT) on, 102–103. *See also*
Personal determinants
- Self-management behaviors,
246–247
- Self-management theory, 207
- Smart Choices program,
473–474, 485, 488–489
- Smoking prevention programs:
computerized telephone
system for smoking
counseling, 402*e*–404*e*;
personal determinants and
outcomes of, 274–275;
providing at-risk adolescents
with supportive school
environment, 320–321;
Smart Choices, 473–474, 485,
488–489
- "Snowball" approach, 4*b*
- Social capital: community
capacity relationship to,
139–142; definition and types
of, 139–140; measuring, 224
- Social capital theory, 57*t*,
139–142
- Social change: systems change
process for, 119; theories of
power on, 121. *See also*
Behavioral outcome changes
- Social Cognitive Theory (SCT):
on behavior change, 104;
constructs of, 60, 76; CPM
variables borrowed from, 95;
Diffusion of Innovations
Theory (DIT) used with, 110,
111, 485–486; on facilitation
and learning, 105;
interpersonal environment
intervention impacted by,
57*t*; on observational learning
and environment, 103–104;
on outcome expectations,
self-efficacy, and behavioral
capability, 102–103; problem
analysis and intervention
methods, 105; program
implementation using,
485–486; in relation to
system levels, 58
- Social comparison, 77
- Social ecological models: focus
on interrelationships,
10–11*fig*; health promotion
planning using, 9–13
- Social exchange theory, 12
- Social influence: increasing
self-efficacy related to,
309–310; selecting methods
to change, 340*t*–341*t*
- Social networks: interpersonal
environment intervention
impacted by, 57*t*;
interpersonal-level theories
on, 125–126; interventions
using, 126–128; problem
analysis and intervention
methods of, 128–129;
selecting methods to change,
350*t*–351*t*; social norms
influenced by mobilizing,
143; social support from, 250
- Social norms: conformity, 77;
influenced by mobilizing
social networks, 143; selecting
methods to change, 346,

- 349*t*–350; shifting perceived, 76–78; social norms theories, 57*t*, 142–144
- Social norms theories, 57*t*, 142–144
- Social support: selecting methods to change, 350*t*–351; types of, 250
- Social support theories: interpersonal-level impacted by, 57*t*, 125–126; problem analysis and intervention methods of, 128–129
- Societal and governmental theories: Advocacy Coalition Framework, 57*t*, 151–155, 164–166; agenda-building theory, 159–161; impacting interventions of, 57*t*; multiple streams theory, 161–163; theories of public policy, 155–159
- Societal levels: description of, 252; HIV-related stigma reduction performance objectives at, 262; matrices of change objectives outcomes for, 252–253; selecting methods for changing at, 357*t*–358*t*; theories impacting interventions at, 57*t*
- Society for Public Health Education, 17
- SOPHE Code of Ethics for the Health Education Profession, 17–18
- South African Life Skills HIV/AIDS Prevention Program (LHAP): background information on improving the, 604–605; behavioral outcomes/performance objectives for, 609*t*; evaluation planning, 616; implementation outcomes/performance objectives for teachers, 617*t*–618*t*; logic model of change for, 607–609, 614, 615*fig*; matrix of change objectives, 610*t*–613*t*; needs assessment of, 605–607; recommendations for adaptation of, 616, 631; theory-based methods and applications, 614–616
- South Shore Bank (Chicago), 223
- SPF Project. *See* Project Sun Projection is Fun (SPF)
- Stage theory of organizational change, 57*t*, 132–135
- Stages of change: listed, 86–87; Transtheoretical Model (TTM) on, 86–87
- Stakeholder theory: description of, 135–136; intervention at organization level impacted by, 57*t*; problem analysis and intervention, 136
- Stakeholders: collaborative planning by project work groups of, 174–189*b*; evaluation, 513–515; program planning participation by, 174–176; questions to guide recruitment of, 177*t*
- Stigmatization: methods for reducing, 107–108; selecting methods to reduce public, 345*t*–346*t*; social-psychological and sociological views on, 105–107
- “Strength model” of self-management, 101
- Stroke Project: behavioral outcomes statement of, 247–248; community (bystander) matrix for response to stroke, 299*t*; community capacity measured, 235*b*; community partnership of, 228*b*; emergency department matrix for response to stroke, 300*t*; emergency medical service matrix for response to stroke, 301*t*–303*t*; environmental outcomes for, 254; environmental performance objectives for, 259, 261; evaluation planning/plan for, 546*b*–549*b*; logic model of the problem, 228*b*–229*b*, 230*fig*; matrix of change objective tool development in, 295*b*–298*b*; needs assessment methods used for, 229*b*, 231*b*–235*b*; personal determinants and outcomes of, 274; primary care provider matrix for response to stroke, 304*t*; program production of, 450*b*–457*b*; survey variables, 231*t*; theory-informed intervention methods development by, 371*b*–375*b*
- Student Nonviolent Coordinating Committee (SNCC), 149–150
- Students for a Democratic Society (SDS), 149
- Suitability Assessment of Materials (SAM), 425–426, 427*t*–428*t*
- Sustainability: outcomes of program, 483–484; program implementation, 478–480
- Syndemics Prevention Network (CDC), 9
- System levels: gatekeepers within channels of, 12, 13; theories in relation to, 58
- Systems: change process principles for, 119; complex adaptive systems (CASs), 118; description of, 9; evaluation of programs as, 515; social exchange theory on roles within, 12
- Systems theory: ecological interventions using, 9–12, 53–54; multilevel intervention level impacted by, 57*t*; overview of, 117–119; problem analysis and intervention methods in, 119–120
- Systems Thinking in Tobacco Control* (NCI), 9

T

- Tailoring health information, 87, 89–90, 365–366
- Task Force on Community Preventive Services, 15, 28, 29

- Telephone Linked Communication (TLC) system, 401
- Telephone-assisted interventions, 400–401
- Test of Functional Health Literacy in Adults (TOFHLA), 430
- Texas Department of State Health Services, 225, 398, 421
- Texas Diabetes Program/Council, 397–398, 421
- Theories: accessing and using, 30–32; behavior-oriented, 51–112; Critical Race Theory, 188; environment-oriented, 113–133; health promotion planning use of, 8–9; Intervention Mapping and use of evidence and, 8–9, 25–33; intervention planning role of, 52*t*; Lewin's gatekeepers within channels, 12, 13; moving from problem to action using, 58–59; performance objectives rationale using, 263; self-management theory, 207; social ecological models, 9–13; social exchange, 12; systems, 9–12, 53–54, 57*t*, 117–120. *See also* Hypothetical causal model
- Theories of automatic behavior, impulsive behavior, and habits: on automatic behavior, 82–83; dual-systems models on impulsive behavior, 83–84; on habits, 84–86; impacting individual level interventions, 57*t*
- Theories of goal-directed behavior: impacting individual level interventions, 57*t*; on implementation intentions, 80–82; problem analysis and intervention methods, 82. *See also* Goal-setting theory
- Theories of information processing: advance organizers and images, 65–66; chunking, 64–65; cues, 66; description of, 64; elaboration, 66; impacting individual level interventions, 57*t*; problem analysis and intervention methods, 67
- Theories of power: multilevel intervention impacted by, 57*t*; overview of, 120–121; problem analysis and intervention methods in, 121–122. *See also* Power
- Theories of public policy: Advocacy Coalition Framework, 57*t*, 151–155, 164–166; agenda-building theory, 159–161; multiple streams theory, 57*t*, 161–163; overview of, 155–156; on policy formation, 156–159. *See also* Public policy
- Theories of Reasoned Action: description of, 71; impacting individual level interventions, 57*t*; Integrated Behavioral Model (IBM), 74–75; Theory of Planned Behavior (TPB), 58, 59, 60, 72–78, 488; Theory of Reasoned Action, TRA², 75–79. *See also* Behavior-oriented theories
- Theories of self-regulation: description of, 100–101; impacting individual level interventions, 57*t*; interventions based on, 101–102; problem analysis and intervention methods, 102
- Theories of stigma and discrimination: description of, 105; interpersonal environment intervention impacted by, 57*t*; problem analysis and intervention methods, 108; on reducing stigmatization, 107–108; on stigma, 105–107
- Theory of Planned Behavior (TPB): constructs of, 60, 73–74; cultural sensitivity of, 59; description of, 72–73; higher ecological levels use of, 73; measuring determinants of, 75; program implementation determinants identified using, 488; in relation to system levels, 58; on shifting perceived norms, 76–78
- Theory of Reasoned Action, TRA², 75–79
- Theory-based methods: accessing and using theory to identify, 30–32; automatic behavior and habits, 86; brainstorming answers task of, 26–28; causal chain and tailoring of, 313–314; for changing awareness and risk perception, 318*t*; coalition theory, 139; Communication-Persuasion Matrix (CPM), 97; community organization theories, 155; conscientization theory, 145; at different levels of intervention, 314–316; Diffusion of Innovations Theory (DIT), 111; Elaboration Likelihood Model (ELM), 99–100; empowerment theories, 124; formulating working list of answers, 33; goal-setting theory, 80; Health Belief Model (HBM), 68; identifying/addressing needs for new research, 32–33; learning theories, 64; organizational/diffusion theories, 135; PAPM approach to, 93; PMT and EPPM approach to, 71; posing questions task of, 25–26; reviewing literature for findings from research, 28–30; social capital theory, 142; Social Cognitive Theory (SCT), 105; social networks and social support theories, 128–129; stakeholder theory, 136; systems theory in, 119–120; theories of goal-directed behavior, 82; theories of power, 121–122;

theories of public policy, 166;
 theories of self-regulation,
 102; theories of stigma and
 discrimination in, 108;
 theory-linked taxonomy on
 techniques for, 312–313; TPB
 and TRA², 78–79; translating
 into applications, 314;
 Transtheoretical Model
 (TTM), 90

Theory-based methods selection:
 for changing behavior,
 325–346*t*; for changing
 environmental conditions,
 341–356*t*; Mayor's Project
 example of, 323*b*–324*b*;
 processes used for, 30–32,
 321–325; work style
 considered for,
 324–325

Theory-based
 methods/applications:
 adaptation of evidence-based
 programs, 563*t*, 569;
 applications of, 356,
 358–371; environmental
 conditions considered in,
 320–321; identifying
 theoretical methods,
 317–319*t*; implications for
 evaluation, 371; Intervention
 Mapping use of, 19*fig*, 21–22,
 309–377; pretesting program,
 447–448; processes for
 selecting, 30–32, 321–325;
 program production use of,
 382–383; reviewing program
 ideas for, 316–317; South
 African LHAP adaptation,
 614–616; Stroke Project's
 development of, 371*b*–375*b*;
 WSWM/DAKU! adaptation,
 583–589. *See also* Intervention
 development framework;
 Interventions

Tobacco Act (1998, Quebec),
 165–166

TOFHLA (Test of Functional
 Health Literacy in Adults),
 430

Transtheoretical Model (TTM):
 constructs of, 60; description
 of, 86; impacting individual
 level interventions, 57*t*;
 problem analysis and
 intervention methods, 90; on
 processes of change, 87–90;
 Project PCCaSO based on,
 419; on stages of change,
 86–87; tailoring
 computerized feedback based
 on, 405

U

Ugandan WSWM program:
 adaptation to Indonesia,
 571–603; behavioral
 outcomes and performance
 objectives for students,
 577–578, 579*t*; description
 of, 571; determinants of
 sexual risk behavior in,
 576–577; differences between
 programs for Indonesia and,
 603*t*–604*t*; environmental
 factors related to sexual
 behavior in, 575–576; health
 and rights issues of, 573–574;
 matrix of change objectives
 and personal determinants,
 578, 580*t*–587*t*; sexual
 behavior of young people in,
 574–575

Unconditioned stimulus (UCS),
 61

UNESCO, 571

United Farm Workers
 movement, 149

The United States Task Force on
 Community Preventive
 Services, 16

United Way of the Bay Area,
 36

Unrealistic optimism,
 91–92

U.S. Department of Health and
 Human Services, 274

U.S. Department of Labor, 12

V

Validity evaluation measure, 532

Valley of the Sun United Way, 36

Video production: development
 of a, 436–438; tasks for,
 433*fig*

W

Walk Texas! program: channels
 and vehicles for, 397–398;
 documents for recruiting
 community partners,
 421, 422*e*

Watch, Discover, Think, and Act
 asthma program, 251

W.K. Kellogg Foundation, 36

Work Group for Community
 Health and Development
 (University of Kansas), 41

Work groups. *See* Project work
 groups

Workgroup for Intervention
 Development and Evaluation
 Research (WIDER group), 15

Working memory, 64

World Health Organization:
 efforts to eradicate smallpox
 by, 479; Healthy Cities
 movement of, 146, 370

World Health Organization
 Regional Office for Europe,
 146, 147, 148

World Population Foundation
 (WPF), 571

The World Starts with Me
 (WSWM)-DAKU! adaptation
 case study: adoption and
 implementation of, 591–602;
 background information on,
 571–572; evaluation
 planning, 602–603; lessons
 learned from adaptation of,
 603*t*–604*t*; matrices of
 change objectives, 577–588;
 needs assessment, 572–577;
 program production,
 589–591; theory-based
 methods and applications,
 588–589